REPORT RESUMES

ED 013 128 RC 000 505

EVALUATION OF E.S.E.A. PROGRAMS AND SERVICES FOR THE EDUCATIONALLY DISADVANTAGED.

BY- DELAVAN, FRANK E. ENGLAND, MORRISON C.

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT, CALIF.

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THE SACRAMENTO CITY UNIFIED SCHOOL DISTRICT DEVELOPED THREE PROJECTS UNDER THE TITLE "PROGRAMS AND SERVICES FOR THE EDUCATIONALLY DEPRIVED" WHICH WERE FUNDED UNDER THE PROVISIONS OF THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965 AND THE CALIFORNIA MCATEER ACT OF 1965. IMPLEMENTED DURING THE SPRING SEMESTER, 1966, THESE THREE PROJECTS WERE (1) LANGUAGE ARTS DEVELOPMENT AND REMEDIATION IN READING, (2) PROVISION OF EQUAL EDUCATIONAL OPPORTUNITIES THROUGH EXTENDED SERVICES, AND (3) PROFESSIONAL GROWTH, IN-SERVICE TRAINING AND CURRICULUM DEVELOPMENT. THE FIRST PROJECT UTILIZED READING AND LANGUAGE DEVELOPMENT CENTERS, A CENTRAL MATERIALS AND EQUIPMENT REPOSITORY, TEACHER AIDES, AND STUDY TRIPS. THE SECOND PROJECT INCLUDED A MOBILE AUDIOMETRIC LABORATORY TO PROVIDE BETTER SERVICES, ELEMENTARY SCHOOL COUNSELING SERVICES, EXTENDED LIBRARY HOURS, A SPECIAL PROGRAM FOR PREGNANT GIRLS, AND A SUMMER SESSION FOR KINDERGARTEN--PRIMARY PUPILS. THE THIRD PROJECT PROVIDED SUMMER AND IN-SERVICE TRAINING TO TEACHERS. COMPLETE PROJECT EVALUATIONS, STATISTICS, AND TABLES ARE PRESENTED. (SF)

ED013128

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EVALUATION OF E.S.E.A. PROGRAMS AND SERVICES FOR THE EDUCATIONALLY DISADVANTAGED

SPRING SEMESTER, 1966

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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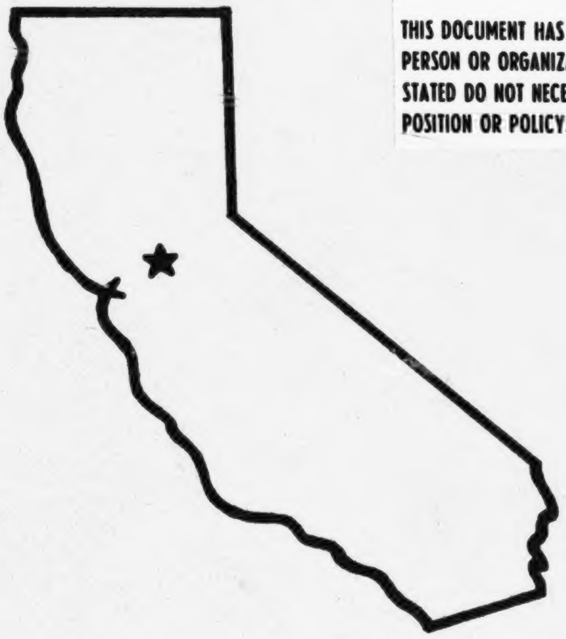

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

SACRAMENTO, CALIFORNIA

AUGUST 15, 1966

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Report Submitted to the

California State Department of Education

Sacramento, California

Regarding

Programs and Services Provided Under

The Elementary and Secondary Education Act of 1965

and

SB 482, McAteer Act of 1965

Submitted by

Board of Education, Sacramento City Unified School District

P. O. Box 2271, Sacramento, California 95810

Program Title: Programs and Services for the Educationally Deprived

	Project	Number
I.	Language Arts Development and Remediation in Reading	34-190-0490
II.	Provision for Equal Educational Opportunity Through Extended Services	34-190-0491
III.	Professional Growth, In-Service Training and Curriculum Development	34-190-0492

Reporting Officer: Dr. Donald E. Hall, Assistant Superintendent
Planning and Research Services Office
Sacramento City Unified School District
P. O. Box 2271, Sacramento, California 95810

August 15, 1966

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Number of Children Participating 126

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PART I

GENERAL INFORMATION

COMPENSATORY EDUCATION SCHOOLS

Public Schools: Sacramento City Unified School District

School	Principal	Address	Phone
ELEMENTARY			
American Legion	Lloyd Tunstall	3814 4th Avenue	455-7871
Argonaut	Carl Wilson	1400 Dickson Street	428-6152
Bret Harte	John Cochrane	3238 Franklin Blvd.	455-8379
Camellia	Donald Dutra	7400 Elder Creek Road	421-2490
Donner	Raymond Evans	4554 8th Avenue	455-4619
Earl Warren	Anthony Colombero	5420 Lowell Street	456-0074
Elder Creek	Charles Watters	7934 Lemon Hill Avenue	428-8516
Ethel Phillips	Stratis Zampathas	2930 21st Avenue	455-2631
Jedediah Smith	Edwin Wrenn	401 McClatchy Way	441-1146
Lincoln	Richard Corum	418 P Street	442-6994
Maple	Lee Lurty	3301 37th Avenue	428-8324
Oak Ridge	Robert Luther	4501 Sacramento Blvd.	451-7868
Washington	John Moorhead	1716 E Street	442-6508
Woodbine	Jean Schwartz	2500 52nd Avenue	428-0731
JUNIOR HIGH			
Peter Lassen	Marvin Christianson	5022 58th Street	452-8136
Will C. Wood	Laverne Crites	6201 Lemon Hill Avenue	421-8333
SENIOR HIGH			
Hiram Johnson	Bert Chappell	6879 14th Avenue	452-5781
Sacramento	Ulric Morley	2315 34th Street	456-3851

* *

Non-Public Schools

School	Principal	Address	Phone
ELEMENTARY			
Holy Angels	Sister M. Eileen O.S.F.	1909 7th Street	442-8652
St. Anne	Sister M. Columba S.H.J.M.	2301 71st Avenue	422-3142
St. Joseph	Sister M. Colette S.M.	815 G Street	443-9262
HIGH SCHOOL			
St. Joseph	Sister M. Monica S.M.	815 G Street	441-0541

PARTICIPATION OF CHILDREN FROM NON-PUBLIC SCHOOLS

*I. Give the unduplicated count of public school children directly involved in Title I activities.

A. Identified Educationally Handicapped	4,035
B. Others	7,530
C. Total	11,565

*II. Give the unduplicated count of non-public school children participating in Title I activities.

954 pupils.

III. Which activities provided services for non-public school children on public school grounds?

A. Community School Center (#9)

B. Special Program for Pregnant Girls (#10).

C. Kindergarten-Primary Summer School (#11).

D. Professional Growth, In-Service Training, and Curriculum Development (#12).

IV. How many non-public school children participated under this arrangement?

80 children.

V. Which, if any, activities provided services for non-public school children on non-public school grounds only?

A. Remedial Reading and Language Development Centers (#1).

B. Teacher Aides (#2).

C. Instructional Media for Developing Language Arts Skills (#3).

D. Study Trips (#5).

E. Teaching English as a Second Language (#6).

F. Audiometric Services (#7).

G. Elementary School Counseling (#8).

VI. How many non-public school children participated under this arrangement?

954

VII. Which activities provided services for non-public school children on other than public or non-public school premises?

None

* Number of children participating in all projects less estimated number deducted for double counting.

VIII. How many non-public school children participated under this arrangement?

None

IX. How many non-public school children participated in

A. 954 During regular school day

B. -0- Before school only.

C. 20 After school only.

D. -0- Both before and after school only.

E. -0- Saturday only.

F. 974 Total

X. State briefly the successes experienced in developing and implementing public and non-public school cooperative projects.

A. Statement by project director for public schools:

"Non-public school personnel were an integral part of both the district's E.S.E.A. Steering Committee and the Superintendent's Community Educational Advisory Committee. Implementation, coordination, and evaluation of all components has been handled smoothly and extremely harmoniously.

B. Statements by principals of non-public schools:

1. St. Joseph's Elementary School.

"We deeply appreciate the efforts of the Sacramento City Unified School District's administrators to provide our school with adequate assistance under the E.S.E.A. program."

2. Holy Angels Elementary School.

"It has been an exciting experience and next year promises to be even better! We are thrilled to what this program promises."

3. St. Joseph's High School.

"We feel that the program for the year was very successful in stimulating a greater interest in learning, in making these youngsters realize that the community at large is interested in their progress and development, and in giving them such a wonderful opportunity for individual instruction in areas of weakness. . . . It was a 'shot in the arm' to the school, and we appreciate it."

XI. State briefly the problems experienced in developing and implementing public and non-public school cooperative projects.

The only real problem has been that of obtaining sufficient materials and equipment to properly effect complete implementation.

COORDINATION OF TITLE I AND COMMUNITY ACTION PROGRAMS

I. List the projects that serve a geographic area where there is an approved Community Action Program.

All projects.

II. Indicate the principal officer of the Community Action Agency with whom the coordinative aspects of Title I E.S.E.A. were fulfilled.

A. Title: Executive Director

B. Name: Mr. Marion J. Woods

III. Describe briefly the successes in securing Community Action - school district cooperation.

During the school year 1965-66, excellent cooperation existed between the Community Action Agency and the local school district in implementing successfully all compensatory programs.

IV. Describe briefly the problems in securing Community Action - school district cooperation.

Because the program year for Community Action Programs will be the calendar year in the future, it will be difficult for school districts (operating under a fiscal year beginning July 1st) to coordinate applications with compensatory programs.

V. Describe briefly the inter-relationship of the two programs at the local school district level. Particularly the extent to which the two acts are used in a reinforcing manner.

Both programs have been interlocking parts of our total compensatory program. Each reinforces the other.

VI. List any suggestions or recommendations for revising the legislation concerning Community Action Programs as they relate to Title I.

The program year for Community Action Programs should be from July 1 through June 30.

VII. NEEDS:

List in rank order and describe the most pressing pupil needs in your State that Title I identified to meet.

A. Inadequate intellectual stimulation.

B. Poor achievement as revealed by standardized test results.

C. Inadequate foundation in language skills.

D. Teachers inadequately prepared to work with compensatory pupils.

E. Adequate means for assessment of basic intelligence has not been available.

F. Inadequate success in school.

G. Inadequate relationship with adults.

H. Poor school attendance.

I. Inadequate health services.

J. Inadequate testing sophistication.

VIII. LOCAL EDUCATIONAL AGENCY PROBLEMS

Indicate the principal problems local officials encountered in implementing projects.

A. Lack of adequately trained personnel -- reading specialists, language arts specialists.

B. Late delivery of supplies and equipment prevented full implementation of program.

C. Construction problems -- delays in construction prohibited our use of portable classrooms during the school year, 1965-66.

NUMBER OF POSITIONS ADDED

	Teaching Positions	Full Time (A)	More than Half-time, Less than Full time (B)	Half-time or Less (C)
(1)	Teacher - Pre-kindergarten			
(2)	Teacher - Kindergarten			
(3)	Teacher - Remedial Reading	15		
(4)	Speech Correctionist			
(5)	Teacher of the Handicapped			
(6)	Elementary Teacher	8		57
(7)	Secondary Teacher	9		
	Other teaching assignments not listed above (specify)			
(8)	Resource Teacher, Reading	1		
(9)	Resource Teacher, Study Trips	1		
(10)	Resource Teacher, English as a Second Language	1		
	Non-teaching Positions			
(11)	Teacher Aide	99		57
(12)	Librarian	1		
(13)	Supervisor or Administrator	4	1	
(14)	Counselor	1		1
(15)	Psychologist			
(16)	Testing assignment			
(17)	Social work assignment			
(18)	Attendance assignment			
(19)	Nurse			5
(20)	Dental Hygienist			
(21)	Clerical position	18		4
	Other positions (specify)			
(22)	Program Specialists	2		
(23)	Audiometrist	1		
(24)	Custodians			8
	TOTALS	161	1	132

LIST OF MEASUREMENT INSTRUMENTS

I. Standardized Tests

A. Elementary Segment

1. California Test of Mental Maturity - S Form

2. California Achievement Test - Form W

   a. Reading achievement

   b. Arithmetic achievement

   c. Language achievement

These tests were administered to all fourth, fifth, and sixth grade pupils in the fifteen public compensatory elementary schools on a pre and post-test basis. The pre-tests were administered in early October and the post-tests were given in late May. The results of these tests have significance for all the elementary school compensatory education activities. Therefore, they are not included in any single activity report. Instead, they are reported in a separate section providing data pertinent to all Project I activities entitled "General Evaluation of Project I."

B. Secondary Segment

1. Metropolitan Achievement Test - Intermediate Reading

   This test was administered to the pupils participating in the junior high school reading clinic and English language laboratory on a pre and post-test basis. The pre-test was given in mid-February, 1966, while the post-test was administered in late May, 1966.

2. The Metropolitan Achievement Test - Advanced Battery Reading Test

   This test was administered on a pre and post-test basis to the pupils of one district high school participating in the English language laboratory program. The pre-test was given in early March, 1966, and the post-test was administered in late May, 1966.

II. Non-standardized instruments

Locallly developed questionnaires, rating scales, and a pupil attitude inventory were employed in this evaluation. These were completed by pupils, parents, and teachers.

A. Teacher Evaluation of Pupil Interest and Attitude (Exhibit A)

1. This instrument listed several pupil characteristics in connection with a rating scale. Each form was completed by a teacher in terms of an individual pupil and any changes noted in this pupil's characteristics during the course of the compensatory program.

2. This instrument was used by all kindergarten through sixth grade teachers relative to selected pupils. The pupils were identified randomly by selecting every tenth name on pupil listings for the fifteen compensatory public elementary schools.

3. The teachers were asked to evaluate changes realized in the interests and attitudes of these pupils during the 1965-66 school year.

B. Parent Questionnaire About School (Exhibit B)

1. This instrument contained several questions concerning parent opinions about the school program and its effect upon their children. It covered such areas as follows:

   a. school-home communications,

   b. parent attitudes toward school,

   c. pupil attitudes toward school, and

   d. pupil growth in reading skills.

2. This form was mailed to the parents of the pupils in the ten per cent sample described above. It was printed in Spanish for use with those parents the elementary school principals reported as Spanish speaking.

3. It was mailed with a stamped, pre-addressed, return envelope during the last week of May, 1966.

C. Teacher Evaluation of Compensatory Education (Exhibit C)

1. This rating scale listed the features of the total district elementary school compensatory education program. These features were related to a scale of effectiveness and teachers were asked to indicate, according to their judgments, how effective were the various features.

2. Selected teachers of the kindergarten through grade six in the fifteen district compensatory elementary schools were asked to complete this form. This scale was distributed along with other forms requesting teacher opinions. Teachers, selected by the building principals on a pre-determined sampling basis, were asked to complete this and other instruments.

3. This instrument was completed by teachers at the end of May, 1966.

D. **Teacher Questionnaire on the Effectiveness of Teacher Aides** (Exhibit D)

1. This instrument listed the various activities a teacher aide might engage in while assisting a teacher and some of the areas of pupil growth such assistance might promote. These items were listed in relation to rating scales. Teachers using teacher aides were asked to indicate the relative helpfulness of each activity and those areas of pupil growth most influenced by the teacher aide program.

2. This form was completed by selected teachers of kindergarten through grade six in the fifteen district compensatory elementary schools. This instrument also was distributed along with other forms requesting teacher opinions. Teachers were selected to complete this and other instruments by the building principals according to pre-determined ratios.

3. This instrument was completed by the teachers at the end of May, 1966.

E. **Questionnaire About the Community Center for Enrollees** (Exhibit E)

1. This questionnaire contained several questions concerning opinions about the Community Center programs held by those enrolled in the programs. It covered such areas as follows:

   a. how were they informed about or attracted to the programs,

   b. what goals did they seek in participating in the programs,

   c. what programs did they join,

   d. were the programs helpful, and

   e. how might the Community Center be improved.

2. This form was completed by those high school pupils and adults enrolled in the various Community Center programs.

3. The forms were completed by the enrollees during the first week in June, 1966.

III. Exhibits

Copies of the instruments described above appear on the following pages. It should be noted some of the items, or questions, on some of the instruments are concerned with activities not associated with the Elementary and Secondary Education Act of 1965 and the McAteer Act of 1965. These activities were financed through district efforts or by funds provided under the Economic Opportunity Act. They also required evaluation and it was deemed advisable to employ instruments which attempted to cover the district's entire program of compensatory education. This not only reduced the burden and confusion of the responding parents and teachers involved in the evaluation of all compensatory activities, but should provide the reader of this report a better, but still incomplete, picture of the compensatory education program provided in the Sacramento City Unified School District.

EXHIBIT A

Sacramento City Unified School District
Administration Building
Planning and Research Services Office

TEACHER EVALUATION OF PUPIL INTEREST AND ATTITUDE

On the form below, kindly check the appropriate column to indicate your appraisal of the effect that the compensatory education program has had on ____________________ interest in, and attitude toward school.
(pupil's name)

	Great Improvement	Moderate Improvement	Slight Improvement	No Effect	Negative Effect	No Opinion
1. Interest in reading						
2. Use of free time in school for reading						
3. Contribution to group discussions						
4. Respect for property						
5. Work habits						
6. Adaptability						
7. Dependability						
8. Alertness and Responsiveness						
9. Self confidence						
10. Self discipline						
11. Attitude toward other pupils						
12. Attitude toward school						

EXHIBIT B

Sacramento City Unified School District
Administration Building
Planning and Research Services Office

PARENT QUESTIONNAIRE ABOUT SCHOOL

1. Have you visited the school more during this school year than you did during last school year?

   a. ☐ Yes
   b. ☐ No

2. Have more people from the school visited your home during this school year than they did during the last school year?

   a. ☐ Yes
   b. ☐ No

3. Which people from the school have been most helpful to you this school year?

   a. ☐ Nurse
   b. ☐ Home-visitor
   c. ☐ Attendance officer
   d. ☐ Teachers
   e. ☐ Principal
   f. ☐ Others

4. What is your feeling about the school this year?

   a. ☐ Like it much better than last year
   b. ☐ Like it better than last year
   c. ☐ No change
   d. ☐ Like it less than last year

5. What are your child's feelings about the school this year?

   a. ☐ Like it much better than last year
   b. ☐ Like it better than last year
   c. ☐ No change
   d. ☐ Like it less than last year
   e. ☐ Don't know

6. Does your child read better this year than he did last year?

a. ☐ Yes

b. ☐ No

c. ☐ Don't know

If your answer is "yes," how much better does he or she read now?

d. ☐ A little better

e. ☐ Much better

7. Has your child read more at home during this school year than he/she did last school year?

a. ☐ Yes

b. ☐ No

c. ☐ Don't know

8. Has your child taken part in the after-school (Extended Day) program?

a. ☐ Yes

b. ☐ No

c. ☐ Don't know

9. If you have had some contact with the home visitor, check the statement(s) that apply:

a ☐ The home visitor made me feel like visiting the school.

b. ☐ The home visitor helped me to like the school better.

c. ☐ The home visitor helped me understand the school's reason for disciplining my child.

d. ☐ I have talked to the home visitor more than once.

e. ☐ The home visitor was not helpful.
If this response is checked, please indicate why.

____

____

____

10. If you have had some contact with the school nurse, check the statement(s) that apply:

a. ☐ The nurse encouraged me to visit the school.

b. ☐ The nurse helped me to like the school better.

c. ☐ The nurse helped me to understand the needs of my child better.

d. ☐ I have talked to the nurse more than once.

e. ☐ The nurse was not helpful.
If this response is checked, please indicate why.

____

____

____

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EXHIBIT C

Sacramento City Unified School District
Administration Building
Planning and Research Services Office

TEACHER EVALUATION OF COMPENSATORY EDUCATION PROGRAM

	1 Very Effective	2 Moderately Effective	3 Slightly Effective	4 No Effect	5 Negative Effect	6 No Reaction
I. Overall success of the compensatory education program						
A. Additional teacher(s) to reduce class size						
B. Resource teacher 1. To assist in remedial reading program						
2. To assist in other areas of the home room program						
C. Additional school nurse service to provide more home contact, to counsel on health problems						
D. Additional instructional supplies and audiovisual aids						
E. Addition of a half-time work experience clerk						
F. Expanded program of field trips, and cultural activities						
G. Addition of home visitor services						
II. Overall success of the extended day program						
A. After school personal development program						
B. Remedial reading program after school						
C. Remedial arithmetic program						
D. Supervision of homework						
E. Enrichment activity						
F. Communication between regular and extended day teachers relative to pupils' needs						
III. Assistance of volunteer tutors, if used (for extended day teachers only)						

Please indicate your status.

☐ Regular Teacher ☐ Resource Teacher ☐ Extended Day Teacher ☐ Principal

MCE:bw
3-28-66

EXHIBIT D

TEACHER QUESTIONNAIRE ON THE EFFECTIVENESS OF TEACHER AIDES

I. Supportive Help in Working with Individuals and Small Groups

ACTIVITY	Evaluation of Teacher Aide Assistance Most Helpful	Some Help	Little Help	Comments
Assisting children during field trips				
Reading and telling stories				
Using educational practice games with individuals				
Helping small groups use educational games				
Providing individuals with assistance when needed in completing specific follow-up assignments (Kindergarten - helping during work periods)				
Providing small groups with assistance when needed in completing specific follow-up assignments (Kindergarten - helping during work periods)				
Helping individuals use A-V materials - recording on tapes, listening to records, using filmstrips, etc.				
Helping small groups use A-V materials - using headsets, filmstrips, etc.				
Providing individuals with assistance as needed with independent work - reading, library books, painting, writing, constructing, etc.				
Providing small groups with assistance as needed with independent work - reading, library books, finding reference materials, painting, writing, constructing, etc.				
Helping individuals with special interest projects				
Helping small groups with special interest projects				
Assisting children during outdoor play				
Caring for young children during parent-teacher conferences				
Other -- please list				
The support given by the teacher aide to individuals and groups to increase opportunities for pupils to participate more effectively in specific assignments and learning tasks was.....				

Please check teaching level: Kindergarten ☐ Primary ☐ Intermediate ☐

Please indicate the number of hours per week the teacher aide serves you? (approximate average)________

II. Assistance With Clerical and Management Functions

Evaluation of Teacher Aide Assistance

ACTIVITY	Most Helpful	Some Help	Little Help	Comments
Setting up equipment				
Arranging and distributing supplies				
Arranging bulletin boards and displays				
Keeping records				
Making educational games and charts				
Collecting materials for class use				
Making flannel board stories and materials				
Arranging collections and exhibits				
Correcting pupil work				
Operating A-V equipment				
Making appointments				
Other -- please specify				
The clerical and managerial assistance of the teacher aide to enable you to work more effectively in a professional capacity in planning and providing instruction for pupils was....				

III. Please indicate the degree to which opportunities were increased for pupil growth in the areas listed below as a result of your use of teacher aide services:

Opportunities for pupils to	Greatly Increased	Somewhat Increased	Little or no Increase	Comments
Assume responsibilities for specific tasks				
Work cooperatively with other children				
Use materials and equipment with ease				
Use pictures and books as sources of information				
Use adults as sources of information				
Improve study habits				
Others -- please specify				

IV. Please check the most appropriate phrase to complete the following statement:

It is my opinion that, in the future, the teacher aide program should be

(a)________________ continued according to current practices.

(b)________________ expanded to provide more teacher aide time per teacher

(c)________________ reduced to free additional support for other programs. (instructional materials, resource teachers, pupil-teacher ratio, co-operative clerks, nursing services, etc.)

(d)________________ eliminated to free support for other programs.

Comments____

____

EXHIBIT E

Sacramento City Unified School District
Administration Building
Planning and Research Services Office

QUESTIONNAIRE ABOUT THE COMMUNITY CENTER FOR ENROLLEES

I. Information about person completing the questionnaire

A. Sex: Male_____, Female______.

B. Age:______ years.

C. In what center activities have you participated?

1. ______________________________

2. ______________________________

3. ______________________________

II. How did you learn about the activities at the Community Center?

______ A. Friends or neighbors

______ B. Newspaper articles

______ C. Notices sent home from school

______ D. Home visit by Neighborhood Aide

______ E. Other______________________________

III. Why do you come to the Community Center? (Check appropriate items.)

______ A. Self-improvement

______ B. Vocational training

______ C. Recreational activities

______ D. Getting services I can't otherwise afford

______ E. To meet people

______ F. Other (list)______________________________

____

IV. Are there other activities which should be added to the program of the Community Center?

____

____

V. How could the Community Center otherwise be improved next year?

____

____

____

VI. Have the activities at the Community Center been of interest or of help to you?

______ A. Yes. How?______________________________

______ B. No. Why not?______________________________

VII. Would you like the Community Center to continue next year?

______ A. Yes

______ B. No

FED:bw

INTERPRETATION OF RESULTS

Activities financed by local, Elementary and Secondary Education Act (E.S.E.A.), and Economic Opportunity Act (E.O.A.) funds have been designed to complement one another in providing a total program of compensatory education for disadvantaged persons of all ages in the Sacramento City Unified School District.

Most specifically, the interrelationship of the various activities on the elementary school level has made possible a concentrated attack on the problems of the disadvantaged. On the other hand, the number of activities realized has made it difficult to assess the effects that any individual activity has had upon the pupils concerned.

Attempts to measure the effects of the various activities through the use of standardized tests, questionnaires, report card grades, attendance records, pupil attitude inventories, and the like are described in this report. The results as measured by these means are usually presented in connection with those activities to which they seem primarily related. However, some of the data obtained in terms of Project I activities had general significance in terms of all the activities. For example, changes realized in pupil attitudes toward school may have been influenced by any one or all of the following activities: remedial reading, reduced class size, teacher aides, study trips, improved instructional media resources, and teaching English as a second language. Such data are not repeated in each activity report, but reported under a separate section, "General Evaluation of Project I."

Thus, the evaluation of any single activity also must include consideration of the data presented in this added section. In addition, the evaluation of the total program must be viewed in its entirety -- it must include consideration of the results reported under the individual activities plus the data having general, program-wide significance.

PART II

PROJECT/ACTIVITY REPORTS

PROJECT I

LANGUAGE ARTS DEVELOPMENT
AND
REMEDIATION IN READING

#34-190-0490

(Activity Reports)

PROJECT CODE NUMBER 34-190-0490

NUMBER OF CHILDREN AND ADULTS PARTICIPATING DIRECTLY IN PROJECT I

NUMBER OF CHILDREN PARTICIPATING			
Grade Level	Number Enrolled		Not Enrolled
	Public	Non-Public	
Pre-school	-0-	-0-	-0-
K	1,041.0	-0-	-0-
1	1,050.5	144.0	-0-
2	822.5	114.0	-0-
3	760.5	121.0	-0-
4	804.5	112.0	-0-
5	675.0	118.0	-0-
6	747.0	104.0	-0-
7	195.0	113.0	-0-
8	175.0	75.0	-0-
9	170.0	50.0	-0-
10	470.0	51.0	-0-
11	455.0	49.0	-0-
12	371.0	53.0	-0-
Other			
Total	7,737.0	1,104.0	-0-

General Evaluation of Project I Activities (1 through 6)
(34-190)

I. Introductory Statements

Each activity under Project I is to be treated separately in subsequent sections of this report. Most of these activities were part of the elementary school compensatory education program provided by the Sacramento City Unified School District. Some of them provided specialized services for selected pupils in the district's compensatory schools. In so doing, they also affected the total programs of the schools involved and indirectly influenced the education of all pupils. Other activities were designed to affect all pupils directly.

It would have been extremely difficult, if not impossible, to determine the exact contribution each activity made to individual pupils in such terms as achievement levels and attitudes unless some schools or pupils were denied some activities or similar controls were established. This was not only educationally undesirable, but was not permitted under the guide lines established for Title I activities. Consequently, certain evaluation procedures involved data which could not be related to specific activities but had to be considered generally in terms of the total program. These data are considered in this section of the report.

II. General Evaluation Strategy

A. Over-all pupil progress

Standardized group tests of ability (California Test of Mental Maturity - S Form) and achievement in reading, arithmetic, and language (California Achievement Test - Form W) were employed to assess general pupil progress. These tests were administered to all fourth, fifth, and sixth grade pupils in the fifteen compensatory elementary schools. They were given on a pre and post-test basis in early October, 1965, and late May, 1966. The data resulting from these tests provided measurements of the general impact of the total compensatory program on the ability and achievement levels of all upper grade pupils in the public schools concerned.

B. A random sample of approximately 10% of the pupils in kindergarten through grade 6 of the fifteen schools was selected for evaluation activities regarding the following areas.

1. Pupil attitudes.

The pupils' homeroom teachers were asked to complete attitude inventories for each of these pupils which were designed to estimate any changes realized in the pupils' attitudes toward themselves, others, reading and school in general. (Exhibit A)

2. Pupil report card grades.

Report card grades received by these pupils in April of 1965 and April of 1966 in reading and arithmetic were collected for comparison purposes to determine the nature and degree of the changes realized, if any.

3. Pupil attendance.

Attendance data for these pupils were collected for the first three quarters of last year (1964-65) and this year (1965-66). These were also collected for comparison purposes to determine if the total compensatory program had influenced school attendance patterns, generally.

4. Parent opinions.

Questionnaires were mailed to the parents of these pupils in order to obtain their evaluation of the compensatory programs. (Exhibit B)

C. Teacher opinions

A questionnaire to be completed by a representative sample of the teachers in all the public compensatory elementary schools was also employed to obtain their evaluations of the activities provided in the total program. (Exhibit C)

III. Results

A. Over-all pupil progress (standardized test results).

1. Nature of the sample

The standardized ability and achievement tests were administered in early October, 1965, to 2,438 pupils and in late May, 1966, to 2,381 pupils. These were all the pupils enrolled in the 4th, 5th, and 6th grade classes of the compensatory schools during those two periods. However, some of the pupils tested initially transferred out of these schools and new pupils transferred in to these schools between these two testing periods. The total number of pupils actually tested both times was 1,968. The breakdown of these totals, according to grade levels, is presented in Table I. These data show the following:

a. 80.7% of the pupils tested initially were still enrolled at the end of the year and available to be given the post-test. This suggests that almost one-fifth of the pupils in the original sample transferred out of these schools before the post-test was given.

b. 82.7% of the pupils participating in the post-tests were members of the original sample. This suggests that over one-sixth of the pupils at the end of the year had transferred in to these schools sometime after the administration of the pre-test.

c. The rate of transiency, as indicated by these test data, was highest for the fourth grade pupils: over one-fourth of the original sample left and over one-fourth of the final sample had transferred in to these schools during the year.

PROJECT I -- TABLE I

NUMBER OF PUPILS PRE AND/OR POST-TESTED WITH STANDARDIZED TESTS OF ABILITY AND ACHIEVEMENT IN GRADES 4, 5, AND 6 OF THE PUBLIC COMPENSATORY SCHOOLS, 1965-66

Grade	Total Number Tested		Pupils Tested Both Times		
	Pre-Test	Post-Test	Number	Per Cent of Pre-Test Sample	Per Cent of Post-Test Sample
4	859	852	635	73.9	74.5
5	800	772	672	84.0	87.0
6	779	757	661	84.9	87.3
Total	2,438	2,381	1,968	80.7	82.7

It should be noted that all 1,968 pupils in the pre and post-test sample did not complete all the tests. A few pupils were absent during portions of the pre and/or post testing periods and were unable to complete both batteries on both occasions. This explains why, although 635 fourth grade pupils were in the pre and post-test sample, only 630 took the pre-test administration of the California Achievement Test (CAT) and 634 took the post-test administration of the same test.

2. Tests of Ability -- California Test of Mental Maturity - S Form (CTMM). (See Table II)

   a. Treatment of the data.

      (1) Pupil scores on the CTMM were related to the pupils' ages and converted to I.Q. scores. They were then arranged in frequency distributions. Means and standard deviations were also computed.

      (2) This allowed for the application of a t-test to determine the significance of the differences between the mean I.Q. scores for the pre and post-tests. The formula employed for this t-test was

$$t = \frac{M_2 - M_1}{\sqrt{\frac{\sigma_2^2}{N_2} + \frac{\sigma_1^2}{N_1}}}$$

      (3) Levels of significance for values of t applied to these tests were as follows (for two-tailed tests):

t	Level of Significance
1.282	.20
1.645	.10
1.960	.05
2.326	.02
2.576	.01
3.291	.001

   b. Findings.

      (1) The mean I.Q. scores for all three groups (pupils of grades 4, 5, and 6) were higher at the end of the year than they were at the beginning of the year on the language and non-language subtest and on the total test of ability.

PROJECT I -- TABLE II

DISTRIBUTION OF PRE AND POST-TEST RESULTS FOR PUPILS OF COMPENSATORY SCHOOLS IN GRADES 4, 5, AND 6 CALIFORNIA TEST OF MENTAL MATURITY

A. LANGUAGE SUBTEST

I. Q. Score	Grade 4		Grade 5		Grade 6	
	Pre	Post	Pre	Post	Pre	Post
56-60			4	1	6	3
61-65	3	1	8	5	2	3
66-70	7	7	8	14	6	11
71-75	16	12	18	15	23	13
76-80	29	11	23	27	30	40
81-85	33	22	45	44	74	47
86-90	45	48	72	75	100	90
91-95	68	61	85	88	78	97
96-100	70	92	106	77	86	99
101-105	90	105	77	93	93	76
106-110	83	72	82	78	65	67
111-115	64	72	61	53	45	37
116-120	53	49	33	32	18	31
121-125	25	40	17	21	13	22
126-130	30	26	9	13	10	16
131-135	8	7	11	13	8	3
136-140	1	4	5	6	1	3
141-145	2	4	5			1
146-150	2	1	1	2		1
151-155	1					
156-160						
Total No.	630	634	670	657	658	660
Mean	102.4	104.1	99.2	99.5	96.2	97.7
S.D.	15.11	14.03	14.99	15.00	13.80	14.16
$M_2 - M_1$	+1.7		+0.3		+1.5	
t - ratio	2.073		.366		1.948	
Level	.05		Not Signif.		.10	

B. NON-LANGUAGE SUBTEST

I.Q. Score	Grade 4		Grade 5		Grade 6	
	Pre	Post	Pre	Post	Pre	Post
56-60		3	25	11	15	7
61-65	37	11	16	6	7	9
66-70	32	12	20	12	11	13
71-75	22	14	24	23	19	22
76-80	33	24	38	29	41	27
81-85	50	30	48	32	36	31
86-90	49	36	69	44	59	50
91-95	52	61	59	61	53	61
96-100	65	52	59	58	72	74
101-105	51	60	65	80	90	79
106-110	50	55	63	79	83	82
111-115	43	57	57	72	68	68
116-120	35	55	40	47	40	52
121-125	36	49	30	32	19	26
126-130	25	42	23	25	19	25
131-135	17	29	10	17	9	8
136-140	16	16	6	8	5	10
141-145	10	8	8	6	7	7
146-150	3	8	5	7	1	6
151-155	3	3	3	3	1	1
156-160	1	9	2	5	3	2
Total No.	630	634	670	657	658	660
Mean	99.3	106.9	98.5	103.2	100.0	102.3
S.D.	20.99	20.31	19.95	18.88	17.51	17.81
$M_2 - M_1$	+7.6		+4.7		+2.3	
t - ratio	6.552		4.393		2.371	
Level	.001		.001		.02	

C. TOTAL MENTAL MATURITY TEST

I.Q. Score	Grade 4		Grade 5		Grade 6	
	Pre	Post	Pre	Post	Pre	Post
56-60			5		6	1
61-65	6	3	6	3	1	3
66-70	7	3	8	12	7	4
71-75	19	8	20	18	15	18
76-80	37	11	33	20	30	30
81-85	41	31	43	37	61	39
86-90	58	45	82	61	76	67
91-95	66	65	86	73	93	91
96-100	83	71	100	90	83	99
101-105	68	99	67	94	100	92
106-110	66	66	77	81	73	66
111-115	70	73	48	65	42	69
116-120	41	56	45	44	36	34
121-125	28	45	21	23	11	21
126-130	18	31	13	13	15	9
131-135	14	10	5	9	4	7
136-140	5	9	7	6	1	7
141-145	2	4	2	3	3	2
146-150	1	2		1		1
151-155		1	2	2	1	
156-160		1		2		
Total No.	630	634	670	657	658	660
Mean	100.9	105.5	98.9	101.4	98.1	100.0
S.D.	15.70	14.98	15.32	15.23	14.05	14.14
$M_2 - M_1$	+4.6		+2.5		+1.9	
t - ratio	5.349		2.976		2.436	
Level	.001		.01		.02	

(2) All gains in the means were statistically significant except that realized by fifth grade pupils on the language subtest. It should be noticed that the t-ratio for the sixth grade pupils on the language subtest was 1.948. This was very close, but not quite, to the .05 level of significance.

(3) The gains in the means realized by all three groups on the non-language subtest and the total test were, statistically, very significant.

These findings were encouraging. All changes in the means were positive and, although the period between the pre and post-test spanned less than 8 calendar months, all but one were statistically significant.

3. Tests of Achievement -- California Achievement Test - Form W (CAT).

a. Treatment of the data.

(1) Pupil raw scores were arranged in frequency distributions and means were computed.

(2) The pre and post-test means were related to the established national norms to determine the grade equivalent (G.E.) placement of the means.

b. Findings

(1) Reading achievement. (Table III)

(a) The ending means for each grade level group equalled or surpassed the beginning means for the next higher grade level group. For example, the 4th grade group ended at the 4.6 grade equivalent level in May of their 4th grade year while the 5th grade group began at the 4.4 grade equivalent level in October of their 5th grade year.

(b) The fourth grade group made better progress than did the 5th and 6th grade groups. They also ended this year with a mean closer to their actual grade placement than did the other groups of pupils.

(2) Arithmetic achievement. (Table IV)

(a) The pre-test scores indicate these pupils were not as far behind at the beginning of the year in arithmetic achievement as they had been in reading achievement.

(b) Gains in achievement for the three groups were relatively uniform during this 8 month period: in 7 of the 9 pre and post-test comparisons the groups gained from 0.5 to 0.7 grade placement values.

PROJECT I -- TABLE III

DISTRIBUTION OF PRE AND POST-TEST RESULTS FOR PUPILS OF COMPENSATORY SCHOOLS IN GRADES 4, 5, AND 6 CALIFORNIA ACHIEVEMENT TEST (READING)

A. READING VOCABULARY SUBTEST

Raw Score	Grade 4		Grade 5		Grade 6	
	Pre	Post	Pre	Post	Pre	Post
0-2	10	2	11	3	0	1
3-5	25	11	12	3	4	1
6-8	46	12	27	17	15	6
9-11	59	30	48	19	24	14
12-14	87	42	55	39	37	18
15-17	90	54	67	38	33	20
18-20	74	70	66	45	42	27
21-23	59	57	60	52	51	37
24-26	40	63	55	45	62	49
27-29	37	72	49	74	62	45
30-32	37	68	62	56	61	64
33-35	32	53	64	61	62	69
36-38	17	37	33	61	68	70
39-41	12	30	34	59	54	73
42-44	5	18	18	54	44	73
45-47	3	8	7	31	27	64
48-50		5		11	10	24
Total No.	633	632	668	668	656	655
Mean	19.0	25.1	23.3	29.0	29.0	33.1
G.E. of Mean	3.9	4.6	4.4	4.9	4.9	5.4

B. READING COMPREHENSION SUBTEST

Raw Score	Grade 4		Grade 5		Grade 6	
	Pre	Post	Pre	Post	Pre	Post
0-3	3	1	6	4	0	1
4-7	8	3	4	1	0	0
8-11	18	4	12	6	3	0
12-15	75	26	27	15	19	4
16-19	84	57	48	31	24	14
20-23	84	64	75	47	39	35
24-27	88	76	73	61	56	41
28-31	66	62	86	51	56	43
32-35	61	67	59	52	63	49
36-39	51	70	67	72	53	54
40-43	30	58	61	73	76	67
44-47	27	43	44	60	70	60
48-51	16	34	50	62	60	73
52-55	8	29	26	46	59	69
56-59	7	18	18	36	48	75
60-63	4	15	8	27	18	46
64-67	1	5	5	21	11	20
68-71			1	4	1	4
Total No.	631	632	670	669	656	655
Mean	27.1	34.0	33.2	39.0	39.4	44.0
G.E. of Mean	3.9	4.6	4.5	5.1	5.1	5.6

C. TOTAL READING TEST

Raw Score	Grade 4		Grade 5		Grade 6	
	Pre	Post	Pre	Post	Pre	Post
0-4	1	0	4	4	0	1
5-9	3	2	3	0	0	0
10-14	9	2	4	1	0	0
15-19	27	7	12	5	8	0
20-24	36	11	15	10	10	2
25-29	53	19	37	17	12	12
30-34	74	41	44	25	21	6
35-39	62	50	47	37	28	20
40-44	69	52	56	37	39	25
45-49	58	55	55	31	37	33
50-54	55	48	59	43	38	27
55-59	32	51	46	36	42	31
60-64	34	48	40	43	48	39
65-69	25	44	36	46	44	40
70-74	29	48	46	57	50	40
75-79	20	37	42	48	46	53
80-84	13	27	40	51	56	56
85-89	12	33	26	33	47	49
90-94	12	18	23	40	39	54
95-99	2	14	18	36	36	48
100-104	4	16	4	30	34	51
105-109	1	4	8	22	13	44
110-114		4	3	13	6	16
115-119		1		3	2	8
Total No.	631	632	668	668	656	655
Mean	46.1	59.0	57.0	68.0	68.2	77.0
G.E. of Mean	4.0	4.6	4.5	5.1	5.1	5.5

PROJECT I -- TABLE IV

DISTRIBUTION OF PRE AND POST-TEST RESULTS FOR PUPILS OF COMPENSATORY SCHOOLS IN GRADES 4, 5 AND 6
CALIFORNIA ACHIEVEMENT TEST (ARITHMETIC)

A. ARITHMETIC REASONING SUBTEST

Raw Score	Grade 4		Grade 5		Grade 6	
	Pre	Post	Pre	Post	Pre	Post
0-2	10	1	4	4	3	0
3-5	30	7	15	5	2	1
6-8	75	10	25	13	11	8
9-11	91	39	45	22	22	12
12-14	81	63	62	43	26	16
15-17	74	59	59	39	46	22
18-20	70	66	82	61	50	51
21-23	77	80	82	83	67	63
24-26	48	117	92	90	100	92
27-29	43	88	89	116	113	101
30-32	23	64	75	104	109	107
33-35	12	35	35	52	72	108
36-38		6	6	25	28	55
39-41			1	10	3	20
42-44				1	1	4
45-47						1
Total No.	634	635	672	668	653	661
Mean	16.3	22.1	21.4	24.4	25.2	28.0
G.E. of Mean	4.2	4.9	4.8	5.1	5.3	5.8

B. ARITHMETIC FUNDAMENTALS SUBTEST

Raw Score	Grade 4		Grade 5		Grade 6	
	Pre	Post	Pre	Post	Pre	Post
0-3	5	0	3	3	2	0
4-7	24	5	6	2	1	2
8-11	65	21	35	13	5	4
12-15	132	63	68	24	26	7
16-19	133	101	99	59	32	14
20-23	121	129	122	92	75	51
24-27	67	138	110	106	109	87
28-31	46	82	110	111	116	93
32-35	27	57	75	104	119	84
36-39	7	23	21	67	71	77
40-43	4	11	13	48	51	53
44-47		3	5	14	31	47
48-51		2	1	12	7	35
52-55			2	4	5	36
56-59				1	0	30
60-63				1	1	19
64-67				4		10
68-71				1		6
72-75				1		5
76-79						1
Total No.	631	635	670	667	651	661
Mean	19.0	24.0	24.0	29.2	30.2	37.2
G.E. of Mean	4.4	5.0	5.0	5.4	5.5	6.2

C. TOTAL ARITHMETIC TEST

Raw Score	Grade 4		Grade 5		Grade 6	
	Pre	Post	Pre	Post	Pre	Post
0-4	2	0	0	2	2	0
5-9	2	1	2	0	1	0
10-14	22	2	8	3	1	1
15-19	41	9	14	5	2	1
20-24	82	14	32	10	11	3
25-29	92	54	59	31	16	9
30-34	92	60	62	35	23	11
35-39	77	73	73	50	43	26
40-44	70	86	58	63	44	39
45-49	51	79	88	66	74	59
50-54	37	97	71	71	75	57
55-59	33	62	83	91	89	71
60-64	16	46	54	63	78	75
65-69	10	27	38	78	77	58
70-74	3	12	16	37	57	56
75-79	1	10	5	29	30	42
80-84		2	5	15	13	38
85-89		1	0	5	9	36
90-94			2	3	2	34
95-99				4	0	19
100-104				2	0	11
105-109				3	1	9
110-114				0		3
115-119				1		3
120-124						
Total No.	631	635	670	667	648	661
Mean	35.1	46.0	45.2	54.0	55.4	65.0
G.E. of Mean	4.4	5.0	5.0	5.5	5.6	6.1

(3) Language achievement. (Table V)

(a) As in reading, the ending means for each grade level on the language subtests and total test equalled or surpassed the beginning means for the next higher grade level group (with one exception -- 5th grade spelling).

(b) The fourth grade group made better progress than did the 5th and 6th grade groups.

c. Summary of achievement test results.

(1) The fourth grade pupils, as a group, made higher gains in their mean levels of achievement in all three areas (reading, arithmetic, and language) than did the 5th and 6th grade groups.

(2) On the pre-test, all groups achieved at lower levels on the reading achievement tests than they did on the arithmetic and language tests. Their post-test reading achievement levels were comparable with the post-test achievement levels attained on the other tests.

4. Summary of standardized test results.

The pre and post ability test results were very encouraging. All mean I.Q. scores increased -- all but one at significant levels.

The pre and post achievement test results were not so dramatic and were more difficult to assess. Pre-test results indicated reading and the language arts were the curricular areas of greatest need. These were the areas Project I activities primarily were designed to serve. Post-test results indicated also that these were the areas where the best gains were made. However, only the fourth graders, as a group, ended the year at or near achievement levels appropriate to their actual grade placement level.

Perhaps a one year span is too short a period to realize great changes, particularly in the achievement levels of older pupils in grades 5 or 6. They have had additional time to get farther behind. Indeed, pre-test results did indicate the 4th grade pupils initially were achieving at appropriate grade levels, the 5th grade pupils were slightly below grade level in all but two areas, and the 6th grade pupils were one full year behind in all but two areas where they were one-half grade level behind.

Perhaps a compensatory program may be considered successful if it can "hold the line" and deter further regression in terms of pupil achievement while improving scholastic aptitude as measured by intelligence tests. Improved scholastic aptitudes encouraged by the increased opportunities provided by compensatory programs should, in time, prove to be of more lasting value than short range programs designed to realize immediate growth.

PROJECT I -- TABLE V

DISTRIBUTION OF PRE AND POST TEST RESULTS FOR PUPILS OF COMPENSATORY SCHOOLS IN GRADES 4, 5 AND 6
CALIFORNIA ACHIEVEMENT TEST (LANGUAGE)

A. MECHANICS OF ENGLISH SUBTEST

Raw Score	Grade 4		Grade 5		Grade 6	
	Pre	Post	Pre	Post	Pre	Post
0-4	3	0	2	3	2	0
5-9	6	1	3	0	1	0
10-14	15	5	9	0	0	0
15-19	33	9	13	6	7	1
20-24	47	12	23	9	12	4
25-29	67	25	51	18	14	15
30-34	75	46	52	36	33	17
35-39	78	51	63	40	37	23
40-44	59	62	67	46	45	34
45-49	60	58	59	41	41	38
50-54	46	59	44	50	43	30
55-59	33	43	60	47	44	43
60-64	30	51	52	62	50	57
65-69	18	47	45	62	67	59
70-74	17	42	32	57	65	66
75-79	17	34	30	54	51	58
80-84	15	28	26	48	46	71
85-89	6	26	17	42	44	61
90-94	1	19	12	23	36	42
95-99	2	9	5	15	12	30
100-104		4	4	10	3	11
105-109						
Total No.	628	631	669	669	653	660
Mean	42.0	55.2	51.0	61.2	62.0	68.0
G.E. of Mean	4.0	4.8	4.6	5.2	5.2	5.6

B. SPELLING SUBTEST

Raw Score	Grade 4		Grade 5		Grade 6	
	Pre	Post	Pre	Post	Pre	Post
0-1	13	8	12	5	7	3
2-3	41	22	29	13	7	6
4-5	70	48	40	33	22	14
6-7	108	55	69	29	36	24
8-9	90	57	70	56	49	30
10-11	67	73	71	53	52	47
12-13	59	76	64	66	59	53
14-15	59	75	80	94	72	78
16-17	41	74	63	85	81	91
18-19	26	58	48	67	78	85
20-21	27	38	47	67	79	93
22-23	17	24	43	47	62	61
24-25	6	16	21	40	25	52
26-27	3	4	8	12	18	17
28-29		1	2	2	6	5
30-31						
Total No.	627	629	667	669	653	659
Mean	10.4	13.0	13.0	15.0	16.0	17.0
G.E. of Mean	4.0	4.6	4.6	5.0	5.2	5.4

C. TOTAL LANGUAGE TEST

Raw Score	Grade 4		Grade 5		Grade 6	
	Pre	Post	Pre	Post	Pre	Post
0-4	1	0	1	1	2	0
5-9	4	0	3	0	0	0
10-14	9	4	2	1	1	0
15-19	14	4	9	2	2	1
20-24	22	3	10	3	6	0
25-29	41	12	22	8	8	5
30-34	47	18	30	13	13	6
35-39	60	38	37	22	19	8
40-44	72	39	60	31	22	18
45-49	59	37	50	37	33	21
50-54	53	51	38	28	31	29
55-59	47	48	46	38	30	30
60-64	33	45	51	34	45	21
65-69	36	42	29	39	27	30
70-74	22	40	54	50	40	37
75-79	24	42	42	49	45	53
80-84	19	34	32	42	42	36
85-89	13	48	35	49	56	46
90-94	16	22	21	55	51	57
95-99	15	26	30	38	40	58
100-104	9	23	24	32	40	53
105-109	5	21	15	34	41	55
110-114	3	11	11	27	34	38
115-119	3	14	8	13	14	27
120-124		5	4	13	6	19
125-129		2	3	10	5	10
130-134						1
Total No.	627	629	667	669	653	659
Mean	52.0	68.2	64.0	76.2	77.2	85.0
G.E. of Mean	4.1	4.7	4.6	5.1	5.1	5.5

B. 10% sample

The public compensatory elementary schools enrolled approximately 6,600 pupils in kindergarten through the sixth grade. The ten per cent sample actually included 658 pupils. However, the transiency rate in these schools is relatively high and many pupils included in the original sample moved between the time the identification of the sample was made and the time the data were finally collected in the schools. In addition, some of the data were to be compared with similar data on the same pupils for the previous school year, 1964-65. Virtually all the pupils in the kindergarten during 1965-66 were not enrolled in school during 1964-65 and no comparative data were available for them. In addition, many of the remaining pupils were not enrolled for the entire 1964-65 school year and comparative data in terms of attendance and report card grades also were not available for these pupils.

1. Pupil interests and attitudes

   a. Homeroom teachers returned forms concerned with the interests and attitudes of 628 pupils. (See Exhibit A) The teacher judgments received on these forms are summarized in Table VI. The teachers' judgments were in terms of a five point scale regarding changes realized. Each response was assigned a rank-value as indicated in the table. In this way a composite average teacher rating was derived regarding each of the areas of interest or attitude covered on the form. This facilitated interpretation of the results.

   b. The same form was used at the end of the 1964-65 school year. At that time, it was employed in connection with a district financed compensatory education program conducted in 7 elementary schools. The average teacher ratings received on this form at that time are presented in the last column in Table VI.

   c. In summary, Table VI shows the following:

      (1) The pupils generally showed slight improvement in their interests and attitudes.

      (2) Most notable improvements were made in the following areas:

         (a) Interest in reading,

         (b) Self-confidence,

         (c) Attitude toward school.

      (3) Least improvement was noted in the following areas:

         (a) Respect for property,

         (b) Self-discipline.

PROJECT I -- TABLE VI

TEACHER EVALUATION OF PUPIL INTEREST AND ATTITUDE BY NUMBER AND PER CENT

	Number of Pupils Involved (Total 628)	Great Improvement (Rank 4)		Moderate Improvement (Rank 3)		Slight Improvement (Rank 2)		No Effect (Rank 1)		Negative Effect (Rank 0)		1966 Average Teacher Rating (Max. of 4)	1965 Average Teacher Rating
		No.	%	No.	%	No.	%	No.	%	No.	%		
1. Interest in reading	590	93	15.8	211	35.8	199	33.7	82	13.9	5	0.8	2.5	2.6
2. Use of free school time for reading	564	63	11.2	169	30.0	201	35.6	124	22.0	7	1.2	2.3	2.1
3. Contribution to group discussion	595	81	13.6	154	25.9	208	35.0	144	24.2	8	1.3	2.3	2.1
4. Respect for property	566	39	6.9	151	26.7	177	31.3	190	33.5	9	1.6	2.0	1.7
5. Work habits	595	76	12.8	177	29.7	213	35.8	120	20.2	9	1.5	2.3	2.1
6. Adaptability	580	57	9.8	174	30.0	212	36.6	130	22.4	7	1.2	2.2	1.9
7. Dependability	591	53	9.0	183	31.0	194	32.8	152	25.7	9	1.5	2.2	1.9
8. Alert and responsive	596	74	12.4	183	30.7	195	32.7	137	23.0	7	1.2	2.3	2.1
9. Self-confidence	593	89	15.0	201	33.9	183	30.9	110	18.5	10	1.7	2.4	2.3
10. Self-discipline	589	51	8.7	160	27.2	210	35.6	154	26.1	14	2.4	2.1	1.8
11. Attitude toward other pupils	583	52	8.9	186	31.9	190	32.6	146	25.0	9	1.6	2.2	1.9
12. Attitude toward school	583	75	12.8	201	34.5	180	30.9	119	20.4	8	1.4	2.4	2.2
Total	7025	803	11.4	2150	30.6	2362	33.6	1608	22.9	102	1.5	2.3	2.1

(4) The results received at the end of this year, 1965-66, were similar but generally higher than those received at the end of the smaller compensatory education program conducted by the district during the 1964-65 school year.

2. Pupil report card grades

The report card grades received by the pupils in the 10% sample in reading and arithmetic for the third quarter, 1965-66, were compared with those received for the third quarter of the 1965-66 school year. Final, fourth quarter, grades were not used in this comparison because they were to be posted on the last day of school and would have been difficult to gather during or after school closing activities.

Table VII presents the distributions of report card grades received by these pupils both years in reading and arithmetic. This table shows the following:

a. In reading, the same number of pupils received A and B grades both years, but the number of pupils receiving D and failing grades declined.

b. In arithmetic, fewer pupils received failing grades in 1966 than in 1965.

c. The grade point averages in reading and arithmetic for these pupils improved slightly in 1966 over 1965.

d. The results of these comparisons were more favorable in reading than they were in arithmetic. This might have been expected since the main emphasis of the compensatory program was in the areas of reading and the language arts.

3. Pupil attendance

The attendance records of the pupils in the 10% sample for the first three quarters of the 1965-66 school year were compared with similar records for these pupils available for the 1964-65 school year. Full year attendance data, including the fourth quarter, were not gained for these pupils because of the same reasons noted in the above section on report card grades.

The number of days a pupil is in attendance at school has meaning only when it is compared with the total possible number of days of attendance available to him. Since all of the pupils were not enrolled in the compensatory schools all of the days both years, it would be confusing to merely report the number of days of attendance or absence. Therefore, figures reported here are in terms of rates of attendance -- a percentage computed by dividing the number of days attended by the number of days the pupils were enrolled. All absences were counted -- those for illness as well as those for other reasons.

PROJECT I -- TABLE VII

DISTRIBUTION OF PUPILS ACCORDING TO REPORT CARD GRADES RECEIVED IN READING AND ARITHMETIC FOR 1965 AND 1966

Grade	Number of Pupils			
	Reading		Arithmetic	
	1965	1966	1965	1966
A - 4	30	31	32	32
B - 3	82	81	96	89
C - 2	162	173	143	158
D - 1	66	58	66	65
E (failing) - 0	4	1	13	6
Total No.	344	344	350	350
Grade Point Average	2.20	2.24	2.19	2.22

354 pupils in the 10% sample were enrolled during all or portions of the first three quarters of the two school years involved. The distributions of these pupils for both years according to rates of attendance are presented in Table VIII. This table shows the following:

a. Fewer pupils had rates of attendance at or below the 74% level in 1965-66 than in 1964-65.

b. More pupils had rates of attendance at or above the 95% level in 1965-66 than in 1964-65.

c. The average rate of attendance for these pupils increased from 93.4% in 1964-65 to 94.0% in 1965-66. This increase was not statistically significant.

The 1965-66 school year had 177 possible pupil days of attendance. An average rate of attendance of 93.4% would mean 11.7 days of absence. An average rate of attendance of 94.0% would mean 10.6 days of absence.

4. Parent opinions

A questionnaire (Exhibit B) was mailed with return envelopes to the parents of the 612 pupils in the 10% sample who were still attending the compensatory schools at the end of the school year. Families with two or more children in this 10% sample received only one copy of the questionnaire. The final mailing was directed to 597 families. Twenty-two questionnaires were returned, unopened, by the post office marked, "moved, left no address." Therefore, the maximum number of questionnaires that could have been delivered to the parents was 575. The questionnaire was in Spanish for those families which the schools indicated were Spanish-speaking.

A total of 139 completed questionnaires were returned by the parents. This was only 24.2% of the 575 maximum that could have been delivered.

Some of the items on the questionnaires were concerned with special compensatory programs financed by E.O.A. funds. The responses received on these items will not be reported here. The results obtained on the questions concerned with E.S.E.A. activities were as follows:

a. Parental feelings about school (134 responses)

(1) 29 parents (21.6%) indicated they liked the school much better this year than last year.

(2) 35 parents (26.1%) indicated they liked the school better.

PROJECT I -- TABLE VIII

DISTRIBUTION OF PUPILS ACCORDING TO PER CENT OF ATTENDANCE FOR THE 1964-65 AND 1965-66 SCHOOL YEARS

Per Cent of Attendance	Number of Pupils	
	1964-65	1965-66
99-100	64	73
97-98	77	87
95-96	58	53
93-94	39	33
91-92	33	33
89-90	28	21
87-88	12	13
85-86	8	8
83-84	11	8
81-82	6	11
79-80	5	6
77-78	4	3
75-76	2	2
73-74	3	2
71-72	1	1
69-70		
67-68		
65-66	1	
63-64		
61-62		
59-60	1	
57-58		
55-56		
53-54		
51-52	1	
Total No.	354	354
Mean	93.4%	94.0%

(3) 64 parents (47.8%) indicated their feelings toward the school were unchanged.

(4) 6 parents (4.5%) indicated they liked the school less than they did last year.

b. Children's feelings about school (136 responses)

(1) 35 parents (25.7%) indicated their children liked school much better than they did the previous year.

(2) 33 parents (24.3%) indicated their children liked school better.

(3) 46 parents (33.8%) indicated their children's feelings toward school were unchanged.

(4) 12 parents (8.8%) indicated their children liked school less this year.

(5) 10 parents (7.4%) indicated they did not know if their children's feelings toward school had changed.

c. Pupil's ability to read (137 responses)

(1) 108 parents (78.8%) indicated their children read better this year than they did last year.

(a) 53 of these parents indicated their children read much better.

(b) 53 of these parents indicated their children read a little better.

(2) 17 parents (12.4%) indicated their children did not read better this year.

(3) 12 parents (8.8%) indicated they did not know whether their children's ability to read had improved.

d. Pupil reading habits in the home (140 responses -- one parent responded in terms of 2 children)

(1) 106 parents (75.7%) indicated their children read more at home during this school year than they did during the previous school year.

(2) 31 parents (22.1%) indicated their children did not read more at home during this school year.

(3) 3 parents (2.2%) indicated they did not know whether their children had increased the amount of reading they did at home.

Although the parent's responses reported above might be interpreted as encouraging, the limited number of questionnaires actually completed and returned by the parents -- 139 or 24.2% -- was discouraging.

C. Teacher opinions

A general teacher questionnaire on the effectiveness of the various features of the district's total compensatory education program for elementary schools (Exhibit C) was sent out to 138 classroom teachers in the schools concerned. 130 teachers (94.2%) completed the questionnaires and returned them. The responses received concerning the effectiveness of the various activities are reported in the activity reports which follow.

The first item on this questionnaire was concerned with the over-all success of the elementary school compensatory program. 96 teachers completed this item as follows:

1. 33 teachers (34.4%) indicated the program was very successful.
2. 48 teachers (50.0%) indicated the program was moderately successful.
3. 12 teachers (12.5%) indicated the program was slightly successful.
4. 2 teachers (2.1%) indicated the program had no effect.
5. 1 teacher (1.0%) indicated the program had a negative effect.

Activity 1: Remedial Reading and Language Development Centers (34-190)

This activity was composed of three basic divisions. Each has been treated separately in this report under the following headings:

Elementary Segment
Secondary Segment
Central Materials and Equipment Repository

Elementary Segment

I. Objectives

A. For children and youth:

1. To aid in improving their self-image and developing a sense of personal worth.
2. To stimulate desirable attitudes toward learning and a sense of responsibility for learning.
3. To provide learning experiences that enable the student to learn and to improve the reading skills already attained.
4. To include learning experiences that develop the concomitant skills of listening, speaking, and writing that are essential for the development of the ability to communicate.
5. To develop attitudes of respect for others.
6. To recognize the contributions of the various cultures in their school community.
7. To recognize their own responsibility for developing good human relationships.
8. To develop the habit of reading.
9. To provide learning experiences that permit the student to achieve success.

B. For teachers:

1. To decrease the class size.
2. To provide materials specially selected for students.
3. To develop and produce specific curriculum materials for special student needs for classroom teacher use.
4. To provide equipment that allows the teacher to use many approaches in teaching these communication skills.
5. To provide materials and equipment that provide an opportunity for individual pupils and small groups to be engaged in learning activities, thus freeing the teacher to work with students who have special needs.
6. To assign teacher aides to elementary classrooms to work under the direct supervision of the teacher, thus freeing the teacher from many routine duties.
7. To provide resource teachers who will work with individual pupils and small groups of pupils in need of remediation in elementary schools.

8. To provide resource teachers who will aid elementary classroom teachers upon request.

9. To provide personnel who will help the teacher identify pupils in grades one through twelve who need special instruction for the development of reading skills and to determine the levels of reading, the needs, and the learning styles of the individual.

10. To remove from the classroom those pupils in need of remediation and to provide special teaching stations and tools for remedial instruction by professionally trained personnel at all segments--elementary, junior high school, senior high school.

II. Description

A. Resource Teachers

Twelve resource teachers were added to the on-going elementary compensatory education program of the district. Previously 15 such teachers were employed -- one in each of the public compensatory elementary schools. The 12 additional teachers provided under this activity were assigned to nine of these public schools to expand the program and to three non-public schools. These teachers were to serve in remediation and the language arts as follows:

a. work closely with classroom teachers,

b. demonstrate effective techniques,

c. aid in the selection and use of special materials, and

d. work with individual and/or small groups of selected pupils by providing special remedial instruction in the reading centers.

B. Reading Centers

Twelve additional reading centers were established in the same nine district and three non-public schools. These centers were staffed with the resource teachers and equipped with specially selected materials and equipment.

III. Time Interval

A. This program was initiated early in February, 1966, and continued until the close of school on June 17, 1966. However, much of it was an extension of a program which began in September, 1965.

B. Many of the special materials under development or selected for purchase were not realized by the resource teachers until the latter part of this period. Some of them were not even received by the end of the school year.

IV. Evaluation Strategy

A. Public Schools

1. Pupil growth in reading

The resource teachers were to assess and report the beginning and final reading levels of the pupils assigned to their programs. These teachers were to make such judgments on the basis of their experiences with the children and through the use of the special materials available, diagnostic reading tests, and "levels" tests designed to accompany the state basic reading textbook series. The beginning assessments were made in September, 1965, for those in the program at that time and in February, 1966, for those who entered the program when it was increased under this E.S.E.A. activity. The end-of-the-year assessments were made in June, 1966. These assessments provided for measurements of the growth in reading experienced by the pupils in this program.

2. Teacher evaluation of the activity.

A teacher questionnaire on compensatory education (Exhibit C) included two items relative to the effectiveness of the resource teacher activity.

B. Non-public schools

Subjective statements of evaluation for this activity were obtained from the principals of the three non-public elementary schools involved in this activity.

V. Results

A. Public Schools

1. Pupil growth in reading

a. Nature of the data

(1) The levels approach

The basic reading textbooks provided by the State are organized according to reading levels. This has stimulated the Sacramento City Unified School District to organize its elementary school reading program according to ability levels. The pupils involved in the remedial reading program provided under this activity usually worked with special materials and textbooks not of the basic series. Nevertheless, the resource teachers were asked to assess their pupils' reading ability in terms familiar to them, reading levels, as is done with other elementary school pupils. These levels designate general reading achievement status and may be approximated in terms of grade equivalents as follows:

(a)	Level I:	0.1	through	0.4
(b)	Level II:	0.5	"	0.9
(c)	Level III:	1.0	"	1.4

(d) Level IV: 1.5 through 1.9
(e) Level V: 2.0 " 2.4
(f) Level VI: 2.5 " 2.9
(g) Level VII: 3.0 " 3.4
(h) Level VIII: 3.5 " 3.9
(i) Level IX: Enrichment materials
(j) Level X: 4.0 through 4.4
(k) Level XI: 4.5 " 4.9
(l) Level XII: 5.0 " 5.4
(m) Level XIII: 5.5 " 5.9
(n) Level XIV: 6.0 " 6.4
(o) Level XV: 6.5 " 6.9
(p) Level XVI: Enrichment materials

(2) Beginning and ending assessments.

At the beginning of each activity period (September, 1965, and February, 1966) the resource teachers were asked to report the level each pupil was ready to begin reading. In June, they were asked to report the last level each pupil had completed satisfactorily. Therefore, a pupil who began on level V and ended on level V did complete one full level; another who began on level II and ended on level IV completed 3 levels (II, III, and IV). A pupil who did not progress through a complete level would have been reported, for example, as having begun on level IV and ending on level III.

b. Findings

The distributions of the pupils beginning and ending achievement levels are presented in Table I for full-year pupils and in Table II for half-year pupils.

(1) Nature of the sample

(a) Size of the groups

Beginning assessments received in September and February indicate 655 pupils began this remedial reading program in the public compensatory elementary schools in the fall. At mid-year, another 448 pupils in these same schools entered the program. In June, final assessments were received for those pupils in these two beginning groups who were still enrolled in the schools concerned. Final assessments were obtained for 513 pupils in the full-year group (78.3%) and for 398 pupils in the half-year group (88.8%).

(b) Grade levels of the pupils

The full year group consisted primarily of older elementary school pupils: those at or above 4th grade age.

No kindergarteners began this program in the fall as they were just beginning their formal education and had just begun a program of reading readiness.

Expansion of the program in February allowed pupils in the primary levels to receive more remedial attention. 19 kindergarten pupils were even added to the program.

(2) Growth in reading achievement

(a) Full-year pupils (Table I)

All grade-age groups realized general growth in reading achievement.

The average growth of the grade-age groups for the full year period ranged from approximately 0.9 grade equivalents (1st grade-age group) to 2.0 grade equivalents (over-elementary-age group).

The total sample approximate average grade equivalent increased from 1.6 to 3.0 (513 pupils).

(b) Half-year pupils (Table II)

All grade-age groups realized general growth in reading achievement.

The average growth of the grade-age groups for this 4.5 month period ranged from approximately 0.5 grade equivalents (1st grade-age group) to 1.1 grade equivalents (4th grade-age group and over-elementary-age group).

The total sample approximate average grade equivalent increased from 1.8 to 2.7 (398 pupils).

2. Teacher evaluation of the activity

The teacher questionnaire items (Exhibit C) relative to the effectiveness of the resource reading teacher activity received the following responses:

a. Effectiveness of assistance in the remedial reading program.

(1) 71 teachers (55.9%) indicated the resource teachers were very effective.

(2) 39 teachers (30.7%) indicated the resource teachers were moderately effective.

(3) 14 teachers (11.0%) indicated the resource teachers were slightly effective.

ACTIVITY 1 -- TABLE I

DISTRIBUTION OF PUPILS IN REMEDIAL READING PROGRAM FOR FULL YEAR ACCORDING TO BEGINNING AND ENDING READING LEVELS FOR 1965-66 BY GRADE-AGE GROUPS

Reading Level	Grade Equiv.	Pupil Grade-Age																Total	
		K		1		2		3		4		5		6		Over Elem. age			
		9/65	6/66	9/65	6/66	9/65	6/66	9/65	6/66	9/65	6/66	9/65	6/66	9/65	6/66	9/65	6/66	9/65	6/66
I	0.1 0.4			23	1	8	1	2		1		1						35	2
II	0.5 0.9			2	18	37	4	21	2	8	1	6	1	2		3		79	26
III	1.0 1.4			1	5	23	14	18	6	9	6	11		4	1			66	32
IV	1.5 1.9				2	2	36	33	12	32	11	24	2	12		5		108	63
V	2.0 2.4					2	12	15	23	26	40	27	4	24		8	3	102	82
VI	2.5 2.9						5	3	25	17	21	9	21	12	18	5	3	46	93
VII	3.0 3.4								18	8	16	17	20	13	9	10	1	48	64
VIII	3.5 3.9								5	4	1	4	29	7	16	2	3	17	54
IX	Enrich-ment										9		7		8		3		27
X	4.0 4.4									1	1	1	12	6	5	3	7	11	25
XI	4.5 4.9								1				3		12	1	8	1	24
XII	5.0 5.4												1		5		5		11
XIII	5.5 5.9														5		2		7
XIV	6.0 6.4																1		1
XV	6.5 6.9														1		1		2
XVI	Enrich-ment																		
Total Number		0		26		72		92		106		100		80		37		513	
Average G.E.				0.2	1.1	0.7	1.9	1.3	2.7	1.9	2.7	2.0	3.6	2.4	4.0	2.5	4.5	1.6	3.0

ACTIVITY 1 -- TABLE II

DISTRIBUTION OF PUPILS IN REMEDIAL READING PROGRAM FOR HALF YEAR ACCORDING TO BEGINNING AND ENDING READING LEVELS FOR SPRING, 1966, BY GRADE-AGE GROUPS

Reading Level	Grade Equiv.	Pupil Grade-Age																Total	
		K		1		2		3		4		5		6		Over Elem. Age			
		2/66	6/66	2/66	6/66	2/66	6/66	2/66	6/66	2/66	6/66	2/66	6/66	2/66	6/66	2/66	6/66	2/66	6/66
I	0.1 0.4	11	10	9	10	3	5	3				1		1		2		30	25
II	0.5 0.9	8		25	15	31	8	9	4									73	27
III	1.0 1.4		9	8	11	19	19	11	10	5								43	49
IV	1.5 1.9			2	8	15	25	24	13	11	8	4	1	1		2	1	59	56
V	2.0 2.4					6	7	25	18	25	11	17	4	2	1	3		78	41
VI	2.5 2.9					1	9	6	22	13	12	9	6	3	2		2	32	53
VII	3.0 3.4			1			1	2	12	10	17	8	20	8	5	6	7	35	62
VIII	3.5 3.9			1					1	1	12	9	11	3	6		3	14	33
IX	Enrichment				1					2	4	3	4	4	1	3		12	10
X	4.0 4.4				1						1	1	2	1	2	2		4	6
XI	4.5 4.9														2		2		4
XII	5.0 5.4										1		1	1	3		3	1	8
XIII	5.5 5.9										1		3	6	3	1	1	7	8
XIV	6.0 6.4						1					1		2	7	1	2	4	10
XV	6.5 6.9												1	5	5	1		6	6
XVI	Enrichment																		
Total Number		19		46		75		80		67		53		37		21		398	
Average G.E.		0.3	0.9	0.7	1.2	1.0	1.8	1.5	2.4	2.2	3.2	2.6	3.7	4.0	5.0	3.1	4.2	1.8	2.7

(4) 3 teachers (2.4%) indicated the resource teachers had no effect.

(5) No teacher indicated the resource teachers had a negative effect.

b. Effectiveness of assistance in other areas of the home room program.

(1) 29 teachers (28.2%) indicated the resource teachers were very effective.

(2) 33 teachers (32.0%) indicated the resource teachers were moderately effective.

(3) 17 teachers (16.5%) indicated the resource teachers were slightly effective.

(4) 23 teachers (22.3%) indicated the resource teachers had no effect.

(5) 1 teacher (1.0%) indicated the resource teachers had a negative effect.

Thus, 86.6% of the classroom teachers indicated the resource teachers were moderately or very effective in providing a remedial reading program. This is the area of service for which this activity was primarily designed. However, 60.2% of the responding teachers also felt the resource teachers were also moderately or very effective in assisting with other areas of the home room program. This also was encouraging.

B. Non-public schools

The principals of the three non-public elementary schools involved in this activity submitted subjective statements of evaluation. These statements follow:

1. "The constant individual attention given to each child resulted in improvement in reading and the language arts. This instruction has been over so short a period of time that no true evaluation can be made at this time, although teachers report that in some cases progress has been made."

2. "The resource teacher has been able to meet the individual needs of the student and has been able to have the child experience success."

3. "There is a greater awareness of reading problems and a greater drive to find solutions for them. The teachers whose classes have been most associated with . . . (the resource reading teacher's) program have commented on increased interest and enthusiasm in those children. Some previously "unfound" children have come into their own. Forty-six children from grades one through four were seen each day by . . . (the resource reading teacher). She also worked with the classes planning field trips. She explained her program and purpose to all grades, and helped any teacher who asked with materials, techniques, and suggestions."

"With . . . (the resource reading teacher), the Sisters have planned trips of their own to various public schools -- the purpose being to observe general classes and E.S.E.A. classes and to meet the teachers. This was a wonderful experience for us and for the public schools -- a sort of "first."

Secondary Segment

I. Objectives

A. To stimulate students to develop and to extend their skills of reading, listening, speaking, writing, spelling and handwriting.

B. To provide and utilize materials to develop concepts, appreciations and attitudes that will contribute to the personal development and improvement of self-image of students.

C. To utilize equipment that will offer to each student varied approaches of learning according to his style of learning -- kinesthetic, visual, oral and aural.

II. Description

A. Reading Clinics

1. A reading clinic was established in one junior high school of the district and one non-public high school.

2. Each reading clinic was staffed by a reading specialist teacher who worked with small groups of pupils (approximately 5) needing remediation in reading.

3. Each clinic was to be equipped with special audio-visual materials and equipment as well as other special reading materials. All these were to contribute to a language arts -- reading program employing a multiple-media approach.

B. English Language Laboratories

1. 8 English language laboratories were established as follows:
   a. one in a junior high school of the district.
   b. three in one senior high school and four in another senior high school of the district.
   c. one was to be established at a non-public high school, but no qualified personnel were available.

2. 8 language arts teachers were employed to work with existing personnel in providing special instruction for pupils in need of basic, terminal English language programs.

3. The facilities in the English language laboratories were to be available to all teachers of such pupils.

C. Classroom facilities.

1. A classroom at the junior high school was partitioned to provide the rooms needed for the reading clinic and the English language laboratory. However, this was not accomplished until shortly before the end of the school year.

2. Seven classrooms in the two district senior high schools were remodeled to house the language arts laboratories.

3. 3 and 4 portable classrooms were installed at the junior high school and one senior high school, respectively, late in the 1965-66 school year in preparation for the continuation of these programs during the 1966-67 school year.

III. Time Interval

These activities were started in February, 1966, and continued until the end of this school year on June 17, 1966. All facilities, equipment, and materials were not obtained initially. Most of them were realized relatively late in this period. Some were still to arrive when the school year ended.

IV. Evaluation Strategy

A. Public Schools

1. Measurements of Pupil Growth.

   A sample of the junior high school and senior high school pupils involved in the clinic and laboratory programs was given pre and post tests in March and June of 1966 as follows:

   a. junior high school pupils

      (1) One class of pupils (32) was included in the original pre and post test sample.

      (2) The test employed was the Metropolitan Achievement Test -- Intermediate Reading.

   b. senior high school pupils

      (1) Three classes of pupils (56) were included in the original pre and post test sample.

      (2) The test employed was the Metropolitan Achievement Test -- Advanced Reading.

2. Opinions of school administrators.

   The principal and two vice-principals of one of the public high schools voluntarily sent letters to the research office expressing their views on these programs. Original evaluation plans did not include soliciting such expressions from the public school administrators. However, those received are summarized in this report.

B. Non-Public School

A subjective evaluation of pupil progress was requested from the teacher and principal involved. This evaluation was to be based upon objective measures of reading ability employed as part of the instructional program.

V. Results

A. Public schools

1. Junior high school pupil pre and post test results.

   32 pupils in grades 7 and 8 were tested initially or in mid-February, 1966. The post test was administered during the last week in May. The instructional period between tests covered 3.5 calendar months. The final sample included 26 pupils on the reading subtest and 25 pupils on the word knowledge subtest. The test results were reported in terms of grade equivalents. The distributions of the results are presented in Table III. In summary, this table shows the following:

   a. Reading subtest -- the mean grade equivalent for this sample increased from 5.6 to 5.9.

   b. Word knowledge subtest -- the mean grade equivalent for this sample increased from 5.7 to 6.3.

2. Senior high school pupil pre and post test results.

   56 pupils in grades 10 and 11 were tested initially in the first week of March, 1966. The post test was administered in the last week of May. The instructional period between tests covered was just under 3 calendar months. The final sample included 44 pupils on both the reading and word knowledge subtests. The test results were reported in terms of grade equivalents. The distributions of the results are presented in Table IV. In summary, this table shows the following:

   a. Reading subtest -- the mean grade equivalent for this sample declined from 7.1 to 6.3.

   b. Word knowledge subtest -- the mean grade equivalent for this ample remained constant at 7.0.

3. Opinions of school administrators

   a. The principal and one vice principal expressed the opinion that one semester is too short a period in which to evaluate such a program.

   b. The principal and both vice principals noted there had been few disciplinary problems among the pupils served by this program -- primarily terminal pupils -- and that these pupils showed "a remarkable improvement in attitude" (principal).

   c. One vice-principal called attention to the fact that the program was slow and late in getting started:

ACTIVITY 1 -- TABLE III

DISTRIBUTION OF PRE AND POST TEST RESULTS FOR JUNIOR HIGH SCHOOL PUPILS IN LANGUAGE ARTS LABORATORY PROGRAM

Grade Equivalent Range	Metropolitan Achievement Test - Intermediate			
	Reading		Word Knowledge	
	Pre-test	Post-test	Pre-test	Post-test
3.0-3.1		1		
3.2-3.3	1			
3.4-3.5	2			
3.6-3.7		2		
3.8-3.9			3	
4.0-4.1	2	1	1	
4.2-4.3	2	2		2
4.4-4.5			1	
4.6-4.7	1	5	6	1
4.8-4.9	1		2	4
5.0-5.1	2		1	2
5.2-5.3	3	1		4
5.4-5.5	1	1	1	
5.6-5.7	3	1		1
5.8-5.9		1		
6.0-6.4	3	4	4	1
6.5-6.9		1	2	2
7.0-7.4	1	1	1	1
7.5-7.9	1			2
8.0-8.4		1		2
8.5-8.9				1
9.0-	3	4	3	2
Total No.	26	26	25	25
Mean G.E.	5.6	5.9	5.7	6.3

ACTIVITY 1 -- TABLE IV

DISTRIBUTION OF PRE AND POST TEST RESULTS FOR SENIOR HIGH SCHOOL PUPILS IN LANGUAGE ARTS LABORATORY PROGRAM

Grade Equivalent Range	Metropolitan Achievement Test-Advanced			
	Reading		Word Knowledge	
	Pre-test	Post-test	Pre-test	Post-test
3.0-3.1	2			
3.2-3.3	1			
3.4-3.5		2		
3.6-3.7		4		2
3.8-3.9		1		
4.0-4.1	1	1	1	3
4.2-4.3	1	1	1	1
4.4-4.5		3		5
4.6-4.7	3	1	2	
4.8-4.9		1	2	1
5.0-5.1	1	1		
5.2-5.3	1		2	1
5.4-5.5	2	1		
5.6-5.7	1	4	3	
5.8-5.9	1	1	2	
6.0-6.4	3	5	7	4
6.5-6.9	5	4		4
7.0-7.4	5	6	5	
7.5-7.9	5	1	6	6
8.0-8.4	1		3	4
8.5-8.9	1			1
9.0-9.4	2	2	3	2
9.5-9.9	3	1	1	2
10.0-	5	5	6	7
Total No.	44	44	44	44
Mean G.E.	7.1	6.3	7.0	7.0

(1) Although the program began in February, the rooms to be used as language laboratories were not renovated and ready for use until April 15, 1966.

(2) Much of the special equipment to be used in the laboratories did not arrive until late in the semester.

d. All three administrators expressed the opinion that this program was very much needed in their high school if a real attempt is to be made to meet the academic needs of low achieving pupils who become discouraged and often drop out of school.

B. Non-public school principal's report

"Twenty freshmen and twenty sophomores benefited from the reading laboratory. On the California Reading Test, fourteen students improved their reading placement by one whole grade, 12 improved slightly on the test. All the students indicated their increased interest on a questionnaire given to them for their impressions. All felt that they had been helped in learning how to read different kinds of materials, felt they had improved in their reading speed, and were more confident in attacking new materials. They spoke most highly of the interest their teacher had in them individually, and they all indicated that they enjoyed reading more!"

Central Materials and Equipment Repository

I. Objectives

A. To develop language arts skills of children in all subject areas through the use of this media.

B. To provide teachers with instructional material and equipment for group and individual instruction.

C. To provide background experiences for children so that they can understand and appreciate the cultural heritage provided by the many diverse cultures of the world.

D. To broaden the dimensions of the "Horizons" of the culturally disadvantaged child in the following areas:

1. Increased knowledge of health and nutrition.

2. Increased knowledge and awareness of his local, state and national community.

3. Increased background and experience in art and music.

4. Increased background and awareness of the need for understanding and participation in the activities of government.

5. Increased knowledge and awareness of the social and personal responsibilities required of our contemporary society.

II. Description

A. Many special instructional materials and items of equipment were to be purchased, produced, catalogued, and maintained in a central repository. These items were then distributed, on loan, to teachers in these reading and English programs as needed. Once established, the inventory of this repository will not require the same level of financial support.

B. Personnel expenses created by this activity were as follows:

1. An audio-visual clerk to catalog, distribute, and collect the items on loan; and to keep records of such transactions.

2. An electronic technician to complete the following in regard to all equipment purchased under this and other activities in the entire project:

a. receive all items of equipment from the vendors,

b. check all equipment to see that each item was functional,

c. distribute all items of equipment to the audio-visual department and/or schools involved, and

d. maintain all such equipment.

III. Time Interval

This activity began in early February, 1966, and continued until the end of the fiscal year on June 30, 1966, However, many of the items to be purchased were not readily available and their receipt was often delayed.

IV. Evaluation Strategy

A. Utilization records of the special materials were used to provide an indication of which materials were most useful to the teachers.

B. Original plans were to employ a subjective instrument developed to gain teacher evaluations of these materials and equipment. However, many of the items were not acquired by the end of the year and teachers actually had little opportunity to become familiar with them. Consequently, this evaluation activity was delayed until, possibly, next spring.

V. Results

A. Audio-visual materials ordered.

The audio-visual materials listed for purchase in the project proposal submitted to and approved by the California State Department of Education were requisitioned in March, 1966. Immediate action was possible because the nature of the materials to be ordered had been determined previously and detailed in the project proposal prior to its approval.

B. Audio-visual materials received.

Due to the tremendous amount of requests throughout the United States for similar materials, delivery of most orders was slow and, in many cases, fragmentary. Actually, on the last day of school (June 16, 1966) many materials were still not received.

C. Classroom utilization.

Delays in delivery plus the time required for routine cataloging and other processing procedures have deterred full classroom utilization of these materials. It has been impossible to develop a complete and current listing or catalog of the available materials to properly advertise them as ready for use during the spring, 1966, semester.

Despite these problems, it was possible to circulate many of the items by means of over-the-counter and personal contacts with compensatory school personnel by the district's audio-visual department staff members. The following is a summary of the bookings realized for the materials requisitioned and received under this activity during the 1966 spring semester.

1. 16 mm motion pictures (all titles available)	285	bookings
2. 35 mm filmstrips (all titles available)	70	"
3. Records (all titles available)	20	"
Total	375	"

D. Teacher opinions.

The teacher questionnaire item relative to the effectiveness of the addition of instructional supplies and audio-visual aids was completed by 125 of the 130 responding teachers. Their responses were as follows:

1. 68 (54.4%) indicated these items were very effective.
2. 38 (30.4%) " " " " moderately effective.
3. 10 (8.0%) " " " " slightly effective.
4. 9 (7.2%) " " " had no effect.
5. No teacher " " " had a negative effect.

These responses were received despite the limitations placed upon this activity as noted above.

E. Future plans.

A complete listing, or catalog, of the materials available was to be ready for use by teachers during the summer in-service demonstration school. This will be updated as new materials are received and, hopefully, be completed and provided to each compensatory school teacher at the beginning of the 1966-67 school year.

Activity 2: Teacher Aides
(34-190)

I. Objectives

A. Some of the ways in which teacher aides were to assist teachers follow.

1. To aid teachers in providing the best possible program for pupils.
2. To free teachers from many of the routine duties entailed in teaching.
3. To use teacher aides in small group situations, such as reading to children, locating information for teachers, assisting children in making tape recordings.
4. To give assistance in working with children during outdoor activities.
5. To give assistance in guiding children during field trips.
6. To give assistance in making materials available for teacher-pupil needs, thus freeing teachers to utilize their time for instruction.

B. The provision of teacher aides were to enable teachers to provide small group or individualized instruction that would assist pupils in attaining the goals that follow.

1. To increase pupil use of social skills.
2. To give pupils increased opportunity to use materials and equipment effectively.
3. To give pupils increased opportunity to assume responsibility for specific tasks and learnings.
4. To increase pupil ability to communicate with other children and with adults.
5. To increase pupil ability to share and work with other children.
6. To increase pupil interest in handling books, in reading, and in learning.
7. To increase pupil learning in all subject fields.
8. To increase pupil experiences, concepts, vocabularies, and oral use of language.

II Description

A. Number of teacher aides

1. 20 -- one assigned to each kindergarten teacher in fourteen compensatory elementary schools of the district.

2. 66 -- assigned on the ratio of one aide to three teachers of grades one through six in fourteen compensatory elementary schools of the district.

3. 8 -- assigned to the reading clinic programs in the secondary schools described in Project I, Activity 1.

4. 3 -- assigned to non-public schools.

B. Function of teacher aides.

1. Two handbooks for teacher aides were developed: one for aides working in kindergarten classes and one for aides working in the elementary grades. These handbooks were to guide the teachers concerned and the aides employed in the role and use of teacher aides.

2. The aides were to work under the direction of the teachers to which they were assigned in order to assist the teachers so that they could plan and implement better programs and techniques to meet individual and group needs. (See objectives)

3. All teacher aides participated in an in-service training program as outlined in the original E.S.E.A. proposal prior to their service in classrooms.

III. Time Interval

This program began early in February, 1966, and continued until the end of the school year on June 17, 1966.

IV. Evaluation Strategy

A. Public schools

1. Evaluation by teachers.

A questionnaire was developed to provide a sampling of the teachers working with aides the opportunity to assess and report the effectiveness of the teacher aide program. (Exhibit D)

2. Evaluation by principals

Each compensatory elementary school principal was asked to submit a subjective statement evaluating the teacher aide program.

B. Non-public schools

Each non-public compensatory elementary school principal was asked to submit a subjective statement evaluating the teacher aide program.

V. Results

A. Public schools

1. Evaluation by teachers

a. Nature of the sample

Not all teachers receiving assistance of teacher aides were asked to evaluate this activity. A representative sample was obtained. A kindergarten teacher, three or four primary teachers (grades 1-3), and two upper grade teachers (grades 4-6), at each of the fourteen compensatory schools were asked to complete the Teacher Questionnaire on the Effectiveness of Teacher Aides. The exact nature of the sample and the number and per cent of responses received follow:

(1) Kindergarten teachers: 14 questionnaires were distributed and returned for a 100% response.

(2) Primary teachers: 44 questionnaires were distributed and 41 were returned for a 93.2% response.

(3) Upper grade teachers: 28 questionnaires were distributed and returned for a 100% response.

(4) Total sample: 86 questionnaires were distributed and 82 were returned for a 95.3% response.

b. Kindergarten teachers' opinions. (Table I)

(1) Supportive help in working with pupils.

(a) Most helpful teacher aide activities:

- -Assisting children during field trips.
- -Providing assistance to individuals and small groups in completing independent work and follow-up assignments.
- -Assisting children in outdoor play.
- -Helping individuals and small groups use educational games.

(b) Least helpful teacher aide activities.

- -Caring for young children during parent-teacher conferences.
- -Helping small groups use audio-visual materials.

(2) Assistance with clerical and management functions.

(a) Most helpful teacher aide activities.

- -Arranging and distributing supplies.
- -Making flannel board stories and materials.
- -Arranging collections and exhibits.
- -Correcting pupil work.

(b) Least helpful teacher aide activities.

- -Making appointments.
- -Operating audio-visual equipment.

(3) Increasing opportunities for pupil growth.

Substantial majorities of the responding kindergarten teachers indicated the teacher aides' assistance increased opportunities for pupil growth in all six areas listed on the questionnaire.

ACTIVITY 2 -- TABLE I
ASSESSMENT OF THE EFFECTIVENESS OF TEACHER AIDES BY KINDERGARTEN TEACHERS

A. Supportive Help in Working with Individuals and Small Groups

	Evaluation of Teacher Aide Assistance							
	Most Helpful (3)		Some Help (2)		Little Help (1)		Number of Teachers	Helpfulness Index
Activity	No.	%	No.	%	No.	%		
Assisting children during field trips	13	92.9	1	7.1			14	2.9
Reading and telling stories	3	30.0	4	40.0	3	30.0	10	2.0
Using educational practice games with individuals	8	66.7	3	25.0	1	8.3	12	2.6
Helping small groups use educational games	7	58.4	4	33.3	1	8.3	12	2.5
Providing individuals with assistance when needed in completing specific follow-up assignments (Kindergarten - helping during work periods)	11	78.6	1	7.1	2	14.3	14	2.6
Providing small groups with assistance when needed in completing specific follow-up assignments (Kindergarten - helping during work periods)	11	84.6			2	15.4	13	2.7
Helping individuals use A-V materials - recording on tapes, listening to records, using filmstrips, etc.	3	27.3	5	45.4	3	27.3	11	2.0
Helping small groups use A-V materials - using headsets, filmstrips, etc.	1	11.1	5	55.6	3	33.3	9	1.8
Providing individuals with assistance as needed with independent work - reading, library books, painting, writing, constructing, etc.	11	84.6			2	15.4	13	2.7
Providing small groups with assistance as needed with independent work - reading, library books, finding reference materials, painting, writing constructing, etc.	10	83.3			2	16.7	12	2.7
Helping individuals with special interest projects	6	54.5	2	18.2	3	27.3	11	2.3
Helping small groups with special interest projects	6	60.0	2	20.0	2	20.0	10	2.4
Assisting children during outdoor play	10	71.5	3	21.4	1	7.1	14	2.6
Caring for young children during parent-teacher conferences			1	20.0	4	80.0	5	1.2
The support given by the teacher aide to individuals and groups to increase opportunities for pupils to participate more effectively in specific assignments and learning tasks was.....	6	66.7	1	11.1	2	22.2	9	2.4

ACTIVITY 2 -- TABLE I (Continued)

B. Assistance with Clerical and Management Functions

	Evaluation of Teacher Aide Assistance							
	Most Helpful (3)		Some Help (2)		Little Help (1)		Number of Teachers	Helpfulness Index
Activity	No.	%	No.	%	No.	%		
Setting up equipment	7	53.8	3	23.1	3	23.1	13	2.3
Arranging and distributing supplies	12	85.7	2	14.3			14	2.9
Arranging bulletin boards and displays	9	64.3	1	7.1	4	28.6	14	2.4
Keeping records	6	42.8	4	28.6	4	28.6	14	2.1
Making educational games and charts	7	50.0	6	42.9	1	7.1	14	2.4
Collecting materials for class use	4	36.4	6	54.5	1	9.1	11	2.3
Making flannel board stories and materials	7	70.0	3	30.0			10	2.7
Arranging collections and exhibits	7	70.0	2	20.0	1	10.0	10	2.6
Correcting pupil work	6	75.0	1	12.5	1	12.5	8	2.6
Operating A-V equipment	2	25.0	3	37.5	3	37.5	8	1.9
Making appointments	1	16.7	2	33.3	3	50.0	6	1.7
The clerical and managerial assistance of the teacher aide to enable you to work more effectively in a professional capacity in planning and providing instruction for pupils was...........	7	70.0	3	30.0			10	2.7

ACTIVITY 2 -- TABLE I (Continued)

C. Increased Opportunity for Pupil Growth

	Evaluation of Teacher Aide Assistance							
	Greatly Increased (3)		Somewhat Increased (2)		Little or No Increase (1)		Number of Teachers	Opportunity Index
Opportunity	No.	%	No.	%	No.	%		
Assume responsibilities for specific tasks	5	45.4	4	36.4	2	18.2	11	2.3
Work cooperatively with other children	5	41.7	5	41.7	2	16.6	12	2.3
Use materials and equipment with ease	7	63.6	3	27.3	1	9.1	11	2.5
Use pictures and books as sources of information	5	55.6	2	22.2	2	22.2	9	2.3
Use adults as sources of information	6	60.0	3	30.0	1	10.0	10	2.5
Improve study habits	4	44.5	3	33.3	2	22.2	9	2.2

c. Primary teachers' opinions (Table II)

(1) Supportive help in working with pupils.

(a) Most helpful teacher aide activities.

- Assisting children during field trips.
- Helping small groups use educational games.
- Providing assistance to small groups and individuals in completing follow-up assignments or independent work.
- Assisting children during outdoor play.

(b) None of the supportive activities listed on the questionnaire were judged by the responding primary teachers as a group to be less than "some help." Actually, 82.8% of those responding indicated that "the support given by teacher aide(s) to individual groups to increase opportunities for pupils to participate more effectively in specific assignments and learning tasks was most helpful."

(2) Assistance with clerical and management functions.

(a) Most helpful teacher aide activities.

- Correcting pupil work.
- Arranging and distributing supplies.
- Arranging bulletin boards and displays.

(b) Least helpful teacher aide activities.

- Making appointments.
- Operating audio-visual equipment.
- Making flannel board stories and materials.

(c) 91.3% of the primary teachers indicated that the clerical and managerial assistance of the teacher aides was "most helpful" in enabling them to work more effectively in their professional capacities in planning and providing instruction for pupils. No primary teacher indicated the teacher aides were "little help" in this regard.

(3) Increasing opportunities for pupil growth. Large majorities of the responding primary teachers indicated the teacher aides' assistance increased opportunities for pupil growth in all six areas listed on the questionnaire.

ACTIVITY 2 -- TABLE II
ASSESSMENT OF THE EFFECTIVENESS OF TEACHER AIDES BY PRIMARY GRADE TEACHERS

A. Supportive Help in Working with Individuals and Small Groups

Activity	Evaluation of Teacher Aide Assistance						Number of Teachers	Helpfulness Index
	Most Helpful (3)		Some Help (2)		Little Help (1)			
	No.	%	No.	%	No.	%		
Assisting children during field trips	32	82.0	6	15.4	1	2.6	39	2.8
Reading and telling stories	9	31.0	15	51.7	5	17.3	29	2.1
Using educational practice games with individuals	21	55.3	14	36.8	3	7.9	38	2.5
Helping small groups use educational games	21	77.8	6	22.2			27	2.8
Providing individuals with assistance when needed in completing specific follow-up assignments (Kindergarten - helping during work periods)	28	70.0	10	25.0	2	5.0	40	2.7
Providing small groups with assistance when needed in completing specific follow-up assignments (Kindergarten - helping during work periods)	29	78.4	6	16.2	2	5.4	37	2.7
Helping individuals use A-V materials - recording on tapes, listening to records, using filmstrips, etc.	7	30.4	9	39.2	7	30.4	23	2.0
Helping small groups use A-V materials - using headsets, filmstrips, etc.	8	38.1	6	28.6	7	33.3	21	2.0
Providing individuals with assistance as needed with independent work - reading, library books, painting, writing, constructing, etc.	26	65.0	14	35.0			40	2.7
Providing small groups with assistance as needed with independent work - reading, library books, finding reference materials, painting, writing, constructing, etc.	29	70.7	10	24.4	2	4.9	41	2.7
Helping individuals with special interest projects	13	41.9	11	35.5	7	22.6	31	2.2
Helping small groups with special interest projects	13	44.8	9	31.0	7	24.2	29	2.2
Assisting children during outdoor play	27	71.1	7	18.4	4	10.5	38	2.6
Caring for young children during parent-teacher conferences	4	50.0	3	37.5	1	12.5	8	2.4
The support given by the teacher aide to individuals and groups to increase opportunities for pupils to participate more effectively in specific assignments and learning tasks was.....	24	82.8	4	13.8	1	3.4	29	2.8

ACTIVITY 2 -- TABLE II (Continued)

B. Assistance with Clerical and Management Functions

Activity	Evaluation of Teacher Aide Assistance							
	Most Helpful (3)		Some Help (2)		Little Help (1)		Number of Teachers	Helpfulness Index
	No.	%	No.	%	No.	%		
Setting up equipment	17	51.5	14	42.4	2	6.1	33	2.5
Arranging and distributing supplies	28	75.7	7	18.9	2	5.4	37	2.7
Arranging bulletin boards and displays	24	63.2	11	28.9	3	7.9	38	2.6
Keeping records	16	53.3	9	30.0	5	16.7	30	2.4
Making educational games and charts	19	55.9	8	23.5	7	20.6	34	2.4
Collecting materials for class use	17	56.7	7	23.3	6	20.0	30	2.4
Making flannel board stories and materials	7	30.4	6	26.1	10	43.5	23	1.9
Arranging collections and exhibits	14	48.3	11	37.9	4	13.8	29	2.3
Correcting pupil work	33	82.5	6	15.0	1	2.5	40	2.8
Operating A-V equipment	5	21.7	10	43.5	8	34.8	23	1.9
Making appointments	5	27.8	7	38.9	6	33.3	18	1.9
The clerical and managerial assistance of the teacher aide to enable you to work more effectively in a professional capacity in planning and providing instruction for pupils was...	21	91.3	2	8.7			23	2.9

ACTIVITY 2 -- TABLE II (Continued)

C. Increased Opportunity for Pupil Growth

Opportunity	Evaluation of Teacher Aide Assistance							
	Greatly Increased (3)		Somewhat Increased (2)		Little or No Increase (1)		Number of Teachers	Opportunity Index
	No.	%	No.	%	No.	%		
Assume responsibilities for specific tasks	7	20.0	26	74.3	2	5.7	35	2.1
Work cooperatively with other children	19	55.9	13	38.2	2	5.9	34	2.5
Use materials and equipment with ease	17	51.5	13	39.4	3	9.1	33	2.4
Use pictures and books as sources of information	15	44.1	17	50.0	2	5.9	34	2.4
Use adults as sources of information	17	50.0	13	38.2	4	11.8	34	2.4
Improve study habits	21	53.8	15	38.5	3	7.7	39	2.5

d. Upper grade teachers. (Table III)

(1) Supportive help in working with pupils.

(a) Most helpful teacher aide activities.

- Assisting children during field trips.
- Providing assistance to individuals and small groups in completing follow-up assignments or independent work.

(b) Least helpful teacher aide activities.

- Caring for young children during parent-teacher conferences.
- Helping individuals or small groups with audio-visual materials.
- Reading and telling stories.

(c) 88.8% of the responding teachers indicated that "the support given by the teacher aide(s) to individuals and groups to increase opportunities for pupils to participate more effectively in specific assignments and learning tasks was most helpful.

(2) Assistance with clerical and management functions.

(a) Most helpful teacher aide activities.

- Correcting pupil work.
- Arranging bulletin boards and displays.
- Arranging and distributing supplies.
- Keeping records.

(b) Least helpful teacher aide activities.

- Making appointments.
- Making flannel board stories and materials.
- Operating audio-visual equipment.

(c) 84.2% of the responding upper grade teachers indicated that the teacher aides were "most helpful" in enabling them to work more effectively in their professional capacities in planning and providing instruction for pupils. No upper grade teachers indicated the teacher aides were "little help" in this regard.

(3) Increasing opportunities for pupil growth. Substantial majorities of the responding upper grade teachers indicated the teacher aides' assistance increased opportunities for pupil growth in all six areas listed on the questionnaire.

ACTIVITY 2 -- TABLE III
ASSESSMENT OF THE EFFECTIVENESS OF TEACHER AIDES BY UPPER GRADE TEACHERS

A. Supportive Help in Working with Individuals and Small Groups

	Evaluation of Teacher Aide Assistance							
	Most Helpful (3)		Some Help (2)		Little Help (1)		Number of Teachers	Helpfulness Index
Activity	No.	%	No.	%	No.	%		
Assisting children during field trips	23	88.5	3	11.5			26	2.9
Reading and telling stories	6	25.0	10	41.7	8	33.3	24	1.9
Using educational practice games with individuals	7	33.3	8	38.1	6	28.6	21	2.0
Helping small groups use educational games	9	39.1	10	43.5	4	17.4	23	2.2
Providing individuals with assistance when needed in completing specific follow-up assignments (Kindergarten - helping during work periods)	19	76.0	4	16.0	2	8.0	25	2.7
Providing small groups with assistance when needed in completing specific follow-up assignments (Kindergarten - helping during work periods)	18	72.0	5	20.0	2	8.0	25	2.6
Helping individuals use A-V materials - recording on tapes, listening to records, using filmstrips, etc.	7	28.0	8	32.0	10	40.0	25	1.9
Helping small groups use A-V materials - using headsets, filmstrips, etc.	4	19.1	7	33.3	10	47.6	21	1.7
Providing individuals with assistance as needed with independent work - reading, library books, painting, writing, constructing, etc.	20	71.4	5	17.9	3	10.7	28	2.6
Providing small groups with assistance as needed with independent work - reading, library books, finding reference materials, painting, writing, constructing, etc.	20	77.0	3	11.5	3	11.5	26	2.7
Helping individuals with special interest projects	7	31.8	11	50.0	4	18.2	22	2.1
Helping small groups with special interest projects	8	36.4	11	50.0	3	13.6	22	2.2
Assisting children during outdoor play	14	58.3	3	12.5	7	29.2	24	2.3
Caring for young children during parent-teacher conferences					9	100.0	9	1.0
The support given by the teacher aide to individuals and groups to increase opportunities for pupils to participate more effectively in specific assignments and learning tasks was.....	16	88.8	1	5.6	1	5.6	18	2.8

ACTIVITY 2 -- TABLE III (Continued)

B. Assistance with Clerical and Management Functions

Activity	Evaluation of Teacher Aide Assistance							
	Most Helpful (3)		Some Help (2)		Little Help (1)		Number of Teachers	Helpfulness Index
Setting up equipment	7	33.3	8	38.1	6	28.6	21	2.0
Arranging and distributing supplies	14	58.3	6	25.0	4	16.7	24	2.4
Arranging bulletin boards and displays	14	60.9	7	30.4	2	8.7	23	2.5
Keeping records	14	53.9	7	26.9	5	19.2	26	2.3
Making educational games and charts	8	38.1	8	38.1	5	23.8	21	2.1
Collecting materials for class use	8	34.8	8	34.8	7	30.4	23	2.0
Making flannel board stories and materials	3	17.6	2	11.8	12	70.6	17	1.5
Arranging collections and exhibits	9	40.9	5	22.7	8	36.4	22	2.0
Correcting pupil work	25	96.2	1	3.8			26	3.0
Operating A-V equipment	5	22.7	5	22.7	12	54.6	22	1.7
Making appointments	3	16.7	2	11.1	13	72.2	18	1.4
The clerical and managerial assistance of the teacher aide to enable you to work more effectively in a professional capacity in planning and providing instruction for pupils was.........	16	84.2	3	15.8			19	2.8

ACTIVITY 2 -- TABLE III (Continued)

C. Increased Opportunity for Pupil Growth

Opportunity	Evaluation of Teacher Aide Assistance							
	Greatly Increased (3)		Somewhat Increased (2)		Little or No Increase (1)		Number of Teachers	Opportunity Index
	No.	%	No.	%	No.	%		
Assume responsibilities for specific tasks	13	52.0	9	36.0	3	12.0	25	2.4
Work cooperatively with other children	11	40.7	16	59.3			27	2.4
Use materials and equipment with ease	6	27.3	13	59.1	3	13.6	22	2.1
Use pictures and books as sources of information	6	25.0	13	54.2	5	20.8	24	2.0
Use adults as sources of information	9	40.9	8	36.4	5	22.7	22	2.2
Improve study habits	12	42.9	14	50.0	2	7.1	28	2.4

e. Amount of teacher aide time available to teachers (Table IV)

The data on Table IV show that the kindergarten teachers had full-time teacher aides while the other teachers enjoyed an average of approximately 2.5 hours of teacher aide assistance each school day. This information is of interest in interpreting the data relative to teacher recommendations concerning the future status of this activity.

ACTIVITY 2 -- TABLE IV
AMOUNT OF TEACHER AIDE TIME AVAILABLE TO TEACHERS

	No. of Teachers	Average Hours Per Day	Average Hours Per Week	Range Per Week
Kindergarten	14	6	30	30 hrs. *
Primary (1-3)	37	2.4	12.2	3.3-30 hrs.
Upper Grade (4-6)	24	2.6	12.8	3.5-30 hrs.

*For full time kindergarten teachers (2 sessions daily). Half-time (1 session) teachers received one-half these amounts.

f. Teacher recommendations regarding the future status of the teacher aide activity. (Table V)

The data on Table V show that the majority (57.2%) of the kindergarten teachers recommended that the teacher aide activity remain as it was during the 1966 spring semester. Majorities of the primary and upper-grade teachers, however, recommended that the program be expanded to provide more teacher aide time per teacher. Only 4 of the 83 responding teachers (4.8%) recommended that this activity be eliminated.

ACTIVITY 2 -- TABLE V
TEACHER RECOMMENDATIONS REGARDING FUTURE STATUS OF TEACHER AIDE ACTIVITY

Recommendation	Teaching Level							
	Kindergarten		Primary (1-3)		Upper Grade (4-6)		Total	
	No.	%	No.	%	No.	%	No.	%
Continue present program	8	57.2	8	19.5	9	32.2	25	30.1
Expand present program	2	14.3	23	56.1	17	60.7	42	50.6
Reduce present program	3	21.4	7	17.1	2	7.1	12	14.5
Eliminate teacher aide program	1	7.1	3	7.3	0	0.0	4	4.8
Total	14	100.0	41	100.0	28	100.0	83	100.0

2. Evaluation by principals

All 14 principals of the compensatory elementary schools submitted strong and positive statements regarding their evaluation of this teacher aide activity. They reflected the opinions expressed by teachers that the aides helped teachers provide more assistance to individual and small groups of children. Six of the 14 principals volunteered the opinion that this was the most successful activity in the district's compensatory education program. A few of the comments received follow:

a. "The teachers made good use of their aides. More teachers have asked for aides next year. With time, an excellent program can be built here."

b. "This program had the most immediate success of all the ... programs. The caliber of the aides chosen was above average (and) they were parents of the community."

c. "The teacher aide program ... has been most beneficial ... because of the high caliber of the personnel assigned. Teachers, at first, were dubious, but now are grateful for and confident in the services which the teacher aides provide."

d. "The teacher aide program, in my opinion, has been of the greatest value of all the compensatory education programs. Not only have the aides been able to relieve the teachers of many clerical and routine chores, but they have made it possible for the teachers to give much more individual attention to pupils and permitted the teachers to work more with small groups."

B. Non-public schools

The principals of the three non-public elementary schools also submitted positive evaluations of the teacher aide activity. Their comments follow:

1. "Mrs. _____, our teacher aide, has been an invaluable addition to our staff. She has worked with individual children, with small groups, and, with the teacher, whole classes. Her perception has aided in analyzing some children's problems. She has done mountains of typing, has kept records, has made charts--has been a perfect teacher aide."

2. "This has lightened the burden of the class(room) teacher and allowed her to work with small groups."

3. "The teacher aide was of invaluable assistance in helping to give extra drilling to the slower children; hearing the more rapid learners (read) while the teacher spent more time with the slower individuals; preparing materials; and providing for a better grouping of the children."

Activity 3: Instructional Media for Developing Language Arts Skills (34-190)

I. Objectives

The aim of this project was to improve the communication skills of pupils in the elementary classrooms who exhibit such needs. It was the intent that this program would:

A. improve the ability of children to communicate orally

B. improve the ability of children to express themselves in written language

C. extend children's attention span

D. improve the listening comprehension of children

E. improve children's ability to work independently

F. improve children's ability to work with others

G. improve children's ability to follow correct sequence and to develop ideas logically and sequentially, with clarity

H. improve children's ability to gain information from many and varied resources

II. Description

In order to assist classroom teachers in attaining these objectives, various instructional media were to be provided to each compensatory elementary school. These media were to be assembled in a central location at each school and available to all teachers. The establishment of these facilities was to be completed by June 30, 1966, and the acquisition of such items was not to be an on-going project. However, the use of these media by teachers is to be an on-going project.

III. Time Interval

This activity began in early February, 1966, and continued until the end of the fiscal year on June 30, 1966. However, many of the items to be purchased were not readily available and their receipt was often delayed until close to the end of the year or later.

IV. Evaluation Strategy

A. Original plans were to employ a subjective instrument developed to gain teacher evaluations of these materials and equipment. However, many of the items were not acquired by the end of the year and teachers actually had little opportunity to become familiar with them. Consequently, this evaluation activity was delayed until, possibly, next spring. Instead, a questionnaire item was employed which asked teachers to rate the effectiveness of those items received and employed.

B. A status report was to be developed which would describe the nature of the materials and equipment which were obtained through this activity and which were yet to be delivered to the district.

V. Results

A. Instructional media ordered.

The audio-visual equipment and materials and library books listed for purchase in the project proposal submitted to and approved by the California State Department of Education were requisitioned in March, 1966. These were to be for classroom use by means of the instructional media centers established in the fourteen public compensatory elementary schools and three non-public elementary schools.

B. Instructional media received.

1. Audio-visual equipment and library books.

None of the audio-visual equipment or library books ordered under this activity had been delivered at the close of the 1965-66 school year (June 17, 1966). These include such items as tape recorders, listening centers, filmstrip projectors, viewing screens, record players, overhead projectors, and equipment carts. It is anticipated that these items will be delivered and available for use in the fall of 1966.

2. Audio-visual materials.

Many of the filmstrips, records, reels of tape, masters for making overhead projection transparencies, and sets of study prints were delivered. These were processed and distributed to the schools concerned and were used by classroom teachers. However, most of them came late in the year, were limited in quantity and in the number of titles available, and were not accompanied by the equipment required to employ them. Nevertheless, they were often used to advantage in assisting the classroom teachers in helping pupils improve their communication skills. These instructional materials have provided readily accessible auditory and visual aids important to the learning process for disadvantaged children.

C. Teacher opinions.

The teacher questionnaire item relative to the effectiveness of the addition of instructional supplies and audio-visual aids was completed by 125 of the 130 responding teachers. Their responses were as follows:

1. 68 (54.4%) indicated these items were very effective.
2. 38 (30.4%) indicated these items were moderately effective.
3. 10 (8.0%) indicated these items were slightly effective.
4. 9 (7.2%) indicated these items had no effect.
5. No teacher indicated these items had a negative effect.

These encouraging responses were received despite the limitations placed upon this activity as noted above.

D. Non-public school opinions

The principals of the three non-public elementary schools and the non-public high school involved in this activity submitted subjective statements of evaluation. These statements follow:

1. Elementary school principals.

   a. "This program has just started and all the reading resource materials have not yet been received. However, the resource teacher has had a preview of the materials that will be used in the fall and she is convinced that students throughout all the grades will benefit by them."

   b. "Materials will be available which we badly need but which we could never hope to provide."

   c. "The materials arrived so late (some, not yet) that we've not used them (no equipment came, either).... We can only say that we foresee a dynamic program for next year. These materials have provided great stimulation..., we've all begun to plan for their extensive and intensive use next year."

2. High school principal.

   "The materials, especially those accompanied by the tapes, were very interesting for the girls. It was noted by the resource teacher and the principal that the girls were coming to the reading room during recess, before school, and during their lunch hour to read from the materials provided.... Often they would be found discussing some story they had read in class during the noon hour. Some of the girls would ask to take the books home to read during the evening when class assignments were not given."

E. Future plans.

1. An in-service training program is planned for the 1966-67 school year to promote teacher competence in the use of these equipment, books, and materials.

2. A pilot program is planned for the 1966-67 school year involving selected teachers. This pilot program will make full use of the materials and equipment in the instructional media center and employ the language-experience, multiple-media approach to the teaching of the language arts.

Activity 4: Reduction of Class Size
(34-190)

I. Objectives

The aim of this project was to improve the quality of education of pupils through giving teachers opportunity to devote more time to meeting the needs of pupils. Reduction of class size was to enable teachers to:

A. Improve the quality of instruction
B. Devote more time to planning
C. Give more individual attention to pupils
D. Reduce the amount of time teachers must devote to paper work.

II. Description

It has been the policy of the district, ordinarily, to maintain smaller primary grade (1-3) class sizes in the compensatory elementary schools. However, local resources and efforts in this regard were not sufficient to affect upper grade (4-6) class size in the fourteen schools to a significant degree.

This activity allowed the district to employ four additional teachers during the spring semester to decrease class size in three of the compensatory elementary schools of the district. The goal of this activity was to make possible reductions in the class size of the three schools involved so that none of their classes would exceed thirty pupils.

During the 1965-66 school year, no classrooms were available in other compensatory elementary schools to house additional teachers to similarly reduce class size. Plans are to construct or relocate existing portable classrooms on sites where they are needed so that they will be available next fall. It is hoped that similar reductions in class size will be accomplished in each of the other fourteen compensatory elementary schools at that time.

III. Time Interval

The four additional teachers were employed and began service at the beginning of the spring semester, January 31, 1966. They continued their service through the end of the 1965-66 school year on June 17, 1966.

IV. Evaluation Strategy

Teacher opinions. A teacher questionnaire (Exhibit C) was employed in the compensatory elementary schools which included an item relative to the effectiveness of efforts to reduce class size in these schools.

V. Results

A. Class size in compensatory elementary schools, generally.

As stated in the description, the district has followed a policy which serves to reduce the size of the primary grade classes in its compensatory elementary schools. Such a policy has not been in effect in regard to the upper grade classes in these compensatory schools.

Table I shows the average class size, by level, for the second and ninth school months of the 1965-66 school year in each of the fourteen compensatory elementary schools, and for compensatory schools as a group. This information is compared to similar data concerning the district's non-compensatory schools and the district as a whole. Inspection of Table I shows the following:

1. The average primary class size in the compensatory schools was 2 and 2.7 pupils below the average in the non-compensatory schools for the two months reported.

2. The average upper grade class size in the compensatory schools was 0.9 and 2.8 pupils below the average in the non-compensatory schools for the two months reported.

B. The effects of this activity -- adding four teachers to reduce class size in the compensatory schools during the fifth school month.

Three of the four teachers added under this activity were added in the upper grade level at Bret Harte Elementary School and Ethel Phillips Elementary School. The fourth teacher was added at American Legion Elementary School and worked with a third-fourth grade combination class. The addition of these teachers contributed to the following changes.

1. The average primary class size
   a. was reduced by 1.6 pupils at American Legion Elementary School, and
   b. was reduced by 0.6 pupils for the total compensatory education program.

2. The average upper grade class size
   a. was reduced by 2.1 pupils at American Legion Elementary School
   b. was reduced by 4.4 pupils at Bret Harte Elementary School
   c. was reduced by 10.7 pupils at Ethel Phillips Elementary School, and
   d. was reduced by 2.3 pupils for the total compensatory education program.

ACTIVITY 4 -- TABLE I

COMPENSATORY SCHOOL AVERAGE CLASS SIZE FOR 2ND AND 9TH SCHOOL MONTH BY LEVEL

	Primary Level (1-3)			Upper Grade Level (4-6)		
	School Month			School Month		
School	2	9	Change	2	9	Change
American Legion	30.6	29.0	-1.6	32.4	30.3	-2.1 *
Argonaut	25.6	29.2	+3.6	32.0	33.3	+1.3
Bret Harte	28.3	26.9	-1.4	32.0	27.6	-4.4 *
Camellia	24.8	24.4	-0.4	33.4	31.6	-1.8
Donner	28.7	28.9	+0.2	34.2	34.6	+0.4
Earl Warren	29.8	26.8	-3.0	33.2	29.3	-3.9
Elder Creek	25.4	26.4	+1.0	31.0	30.0	-1.0
Ethel Phillips	29.4	29.4	0.0	35.4	24.7	-10.7 **
Jedediah Smith	29.3	28.9	-0.4	30.8	29.8	-1.0
Lincoln	29.7	28.0	-1.7	25.3	26.5	+1.2
Maple	31.6	31.1	-0.5	36.4	38.0	+1.6
Oak Ridge	28.8	27.2	-1.6	32.7	32.0	-0.7
Washington	25.0	25.1	+0.1	33.1	32.0	-1.1
Woodbine	26.5	27.0	+0.5	29.7	24.7	-5.0
Compensatory Schools	28.2	27.6	-0.6	32.2	29.9	-2.3
Non-Compensatory Schools	30.2	30.3	+0.1	33.1	32.7	-0.4
District	29.7	29.7	0.0	32.9	32.1	-0.8

*One teacher added under Activity 4 on January 31, 1966

**Two teachers added under Activity 4 on January 31, 1966

C. Teacher opinions

The teacher questionnaire item relative to the effects of these efforts to reduce class size was completed by 105 of the 130 responding teachers. Their responses were as follows:

1. 61 (58.1%) indicated these efforts were very effective.
2. 25 (23.8%) indicated these efforts were moderately effective.
3. 13 (12.4%) indicated these efforts were slightly effective.
4. 6 (5.7%) indicated these efforts had no effect.
5. No teacher indicated these efforts had a negative effect.

The teachers' reactions were encouraging since the district's effort to reduce class size in these fourteen schools was concentrated in the primary grades. Actually, it is recognized these were token efforts which did not have dramatic effects. In addition, the four teachers added under this activity affected only three schools. Despite these limited attempts to reduce class size, over four-fifths (81.9%) of the responding teachers regarded them as very or moderately effective.

Activity 5: Study Trips
(34-190)

I. Objectives

The objectives of this activity were to give all elementary and secondary compensatory children the experiences of visiting and studying places of interest which are within a day's traveling distance of Sacramento. Many places of historical, economic, cultural, and educational interest were visited.

II. Description

A. Personnel

A resource teacher was employed to promote, coordinate, control, and evaluate the educational value of the trips arranged for under this activity. This teacher also developed teaching materials and study trip guides for the places to be visited.

B. Participating pupils

Pupils in the compensatory elementary and secondary schools in the district and in non-public schools were served by this activity.

C. Trip features

1. All trips were arranged on a charter basis with transportation services available through the local municipal transit company and by use of district buses.
2. Expenses covered during the trips included those for transportation, admission fees, and in some cases, food (meals).

III. Time Interval

This activity began in early February, 1966, and continued until the close of school on June 17, 1966.

IV. Evaluation Strategy

A. Activity log

The study trip resource teacher maintained a log of all trips accomplished and of all materials developed and/or acquired.

B. Evaluation of the materials

The materials developed and/or acquired were evaluated by a committee of five curriculum specialists.

C. Teacher evaluation

1. Public schools

A teacher questionnaire on compensatory education (Exhibit C) included an item relative to the effectiveness of the study trip activities.

2. Non-public schools

Subjective statements of evaluation for this activity were obtained from the principals of each non-public school involved.

V. Results

A. Activity log

1. Data relative to the number of study trips accomplished and the number of pupils involved follows:

	Number of trips	Number of Pupil Trips
a. Public elementary schools	124	5,509
b. Non-public elementary schools	17	823
c. Public secondary schools	44	2,013
d. Non-public secondary schools	3	330
e. Public school Community Center	12	810
	200	9,485

2. List of places visited by elementary and secondary pupils

a. Alhambra Fire Station
b. Animal Shelter
c. Antioch (neighboring community)
d. Army Depot
e. Bakeries
f. Cannon Brick Company
g. Coloma (1848 gold discovery site)
h. Columbia State Park (early California Historical site)
i. County Courthouse
j. Creameries
k. Crocker Art Gallery
l. Del Prado Restaurant
m. Department of Employment
n. Department of Motor Vehicles
o. Dillon's Beach (seashore)
p. Douglas Aircraft
q. Downtown (local business community)
r. Education institutions (nearby high schools, junior colleges, state college, and state university)
s. El Dorado Hills (suburban development)
t. Fine Arts Festival (local high school art show)
u. Folsom Dam
v. Fort Bragg (early California historical site)
w. Gibson Ranch

x. Ice Capades (theatrical production)
y. Indian Museum (state exhibit -- early California)
z. Junior Museum (nature and science)
aa. KVIE (local television)
bb. Lake Tahoe
cc. Levy and Zentner Company (local produce)
dd. Lodi (nearby community)
ee. McClellan Air Force Base
ff. McKinley Park
gg. Mother Lode (gold rush area)
hh. Mount Tamalpais (conservation area and seashore)
ii. Muir Woods (early California park)
jj. Oroville Dam
kk. Port of Stockton and train ride to Sacramento
ll. Sacramento Municipal Airport
mm. San Francisco (cultural exhibits)
nn. Science Fair (local school science exhibit)
oo. Sound of Music (movie -- personal development)
pp. Southern Pacific Shops (railroad)
qq. State Capitol
rr. Sunnyvale
ss. Sutter's Fort (early California)
tt. Virginia City (historical site)
uu. Western Pacific Shops (railroad)
vv. Yosemite National Park
ww Zoo and Fairytale Town (Sacramento Municipalities)

B. Evaluation of materials

1. The study trip resource teacher developed materials for each study trip which covered such areas as follows:

   a. educational purposes of the trip

      (1) grade levels

      (2) curricular content

   b. background information

      (1) vocabulary required

      (2) questions to be answered from trip

   c. suggested preparation and follow-up activities

   d. bibliography of audio-visual and library materials available on the subject

   e. general tour information

      (1) how to arrange for trips

(2) safety hazards involved, if any

(3) sanitary facilities

(4) recommended time and duration of trip

2. A committee of five curriculum specialists evaluated these materials as follows:

   a. "The committee wishes to commend the study trip resource teacher for his fine work in the short period of time he has been in this new position." (18 weeks)

   b. The committee judged these materials to be well organized and such that they should stimulate classroom teachers to participate in study trips with their pupils.

   c. The committee recognized that many of these materials were developed in connection with and during actual study trips so that there was little time to further test, refine and revise them. However, the following suggestions were developed:

      (1) "Many language arts activities should be used in connection with pre-planning and follow-up activities, such as letters written to determine visiting hours, follow-up 'thank you' letters, etc."

      (2) "Teachers should check library in own school for books to be used before and after (trip) experience.

      (3) "Study trip resource teacher should ... (work closer) with program specialists involved for suggestions."

C. Teacher evaluation

1. Public schools

An item on the teacher questionnaire concerning the effectiveness of various features of the elementary school compensatory education program dealt with the expanded program of field (study) trips and cultural activities. This item was completed by 125 of the 130 responding elementary school teachers. They rated this activity as follows:

a. 65 (52.0%) indicated the study trips were very effective.
b. 43 (34.4%) indicated the study trips were moderately effective.
c. 13 (10.4%) indicated the study trips were slightly effective.
d. 4 (3.2%) indicated the study trips had no effect.
e. No teacher indicated the study trips had negative effects.

Such responses were considered very favorable. Even though the materials to accompany and promote the use of such study trips were in developmental stages and of limited use to the teachers, over one-half (52%) felt, at the end of this first semester, the trips were very effective.

2. Non-public schools

The principals of three non-public elementary schools and one non-public secondary schools all submitted subjective statements of evaluation concerning the participation of their pupils in these study trip activities. Their statements were, in the main, positive. The only comment with reservations requested more guidance regarding follow-up and evaluation procedures. The four statements follow:

a. Elementary. "From the reports and models which the children produced, it was evident that they gained much enjoyment, information and experience from the study trips, particularly the trip to Oroville Dam made by the 7th grade. For many, the trips were an entirely new experience. One teacher reported that the trips were worthwhile because they helped to make the individual child more alert to the world around him. For example, the 4th graders saw planes at McClellan Air Force Base that are being used at present in Viet Nam. This made them aware of the fact of American involvement in Asia better than any book or lecture. Also, many children expressed their desire to learn much more about what they had observed."

b. Elementary. "The results of the study trips are already evident. The students had an opportunity to discuss their trips. The trips provided interesting topics for composition and art. The students appreciated the cultural environments of other communities. They had a better understanding of the stories in their readers...."

c. Elementary. "We have mixed feelings about study trips. Planning for them was a most valuable experience, and the trips themselves were of value, too, but I think we need to know more about 'follow-up' and 'evaluation' procedures. I personally feel that there are many local trips that are really urgent -- such as the trip my 8th grade class made to the City Library and City College."

d. Secondary. "For some of the compensatory students, these trips were their first opportunity to ride on the bus. This in itself was an experience for them. They found the tour of Folsom Dam and the Indian Museum and Sutter's Fort very informative. They talked about it when they returned to school and for many weeks after."

Activity 6: Teaching English as a Second Language (34-190)

I. Objectives

To develop a program and supply materials for a course designed to teach English as a second language in the elementary and secondary schools.

II. Description

Originally two experienced teachers were to be employed to develop materials and conduct pilot projects on the elementary and secondary levels. However, only one teacher was actually realized -- for the elementary level. This teacher was to work with the assistance of district program specialists in the language arts (English) and foreign language.

This was designed to be a two year project. The first year (spring semester, 1966) was to be concerned with the development of materials and lesson plans. The second year (1966-67) was to see these materials and plans tested in classroom situations and refined.

III. Time Interval

This activity was authorized to begin on January 31, 1966. However, the resource teacher was not employed and available for work on this activity until March 14, 1966. Once begun, this activity continued until the end of the school year on June 17, 1966.

IV. Evaluation Strategy

A. The teacher was asked to make a brief end-of-the-year report on the nature of the materials and lessons developed in preparation for next year.

B. The teacher periodically worked closely with the principal and teachers of one public and one non-public elementary school with high percentages of Mexican-American pupils while developing the materials and lessons. As part of the evaluation, the principalsof these schools were asked to submit subjective evaluations of the progress of the activity.

V. Results

A. The report received from the resource teacher for this activity may be summarized as follows:

The resource teacher for English as a second language with the guidance of district program specialists in (English) language arts and foreign language, prepared audio-lingual lessons for use with non-English speaking pupils. A lesson was developed for each day of the semester. These lessons were very specific in content and design; and included dialogue to be employed, pictures and all audio-visual aids necessary for presentation, and accompanying worksheets. They were prepared primarily for use with special groups taken from the regular classroom, but have been used effectively with small reading groups by the regular classroom teacher. It is envisioned that they could also be used effectively by a teacher aide.

The work this semester was concerned with the development of these materials. The lessons and materials were field tested, primarily, in the two schools. However, conferences, lessons, and materials were provided other compensatory schools upon request and will be available to all such schools throughout the 1966-67 school year.

B. Evaluation by principals

1. Public elementary school.

The public elementary school primarily involved in this activity served one of the district's compensatory education target areas. Its pupil population was 59.3 per cent Mexican-American (283 pupils out of a total enrollment of 477). These included many children whose primary language was Spanish. Actually, it is fairly common for each class in this school to have at least one pupil who, initially, speaks no English. The principal of this school, in assessing the initial effects of this activity, stated:

> "The lessons that have been written up this first semester are excellent. This is really a concrete approach that can be most effective for our Spanish speaking children."

2. Non-public elementary schools.

Two non-public elementary schools participated in this activity. The comments received from the principals of these schools relative to the services of the district's resource teacher of English as a second language follow:

a. "Students have been given an opportunity to reach a maximum achievement on their own level. All pupils have made noticeable progress. The students are happy in school."

b. "We were not provided with one (English resource teacher) for our own school, but our resource teacher's (in reading) association with... (the public school English resource teacher) helped her to help us provide some real kind of program for our children for whom English is a second language. We are planning our special program (in this area for next year) now."

PROJECT II

PROVISION FOR EQUAL EDUCATIONAL OPPORTUNITY THROUGH EXTENDED SERVICES

#34-190-0491

(Activity Reports)

PROJECT CODE NUMBER 34-190-0491

NUMBER OF CHILDREN AND ADULTS PARTICIPATING DIRECTLY IN PROJECT II

NUMBER OF CHILDREN PARTICIPATING			
Grade Level	Number Enrolled		Not Enrolled
	Public	Non-Public	
Pre-school	-0-	-0-	-0-
K	1,028	-0-	-0-
1	97	144	-0-
2	93	114	-0-
3	53	121	-0-
4	64	112	-0-
5	590	118	-0-
6	30	104	-0-
7	898	113	-0-
8	79	75	-0-
9	52	50	-0-
10	1,438	51	-0-
11	622	49	-0-
12	1,449	53	-0-
Other			
Total	6,493	1,104	-0-

Activity 7: Audiometric Services
(34-190)

I. Objectives

The overall objective of this project involved a concept of prevention that includes three major aspects; preventing the continuance or progress of disease which has already occurred, preventing the development or persistency of disability and preventing the dependency, destitution and other undesirable social effects that result from hearing handicaps. The specific objectives were:

A. Identifying pupils who through audiometric testing are found to have hearing defects.

B. Helping pupils with hearing defects to receive:

1. otological examination

2. medical care

C. Informing teachers, nurses, supervisors and school administrators of the pupil's hearing disabilities.

D. Making necessary adjustments in educational and vocational programs for pupils with hearing defects.

II. Description

A. Facilities

1. A sound-insulated mobile hearing-testing unit was ordered for use in this activity. However, this unit was not due for delivery until mid-July, 1966.

2. Such smaller items of equipment were ordered and received for use in the activity as a typewriter, a tape recorder, three desk-chairs, and a filing cabinet.

B. Personnel. An audiometrist and a clerk were employed to conduct this activity.

C. Testing services provided

1. Individual hearing screening and two subsequent retests, as necessary, for all children enrolled in compensatory pre-school programs within the geographic area of this school district.

2. Group hearing screening and two individual retests, as necessary, for all kindergarten, fifth, seventh, tenth and twelfth grade pupils in the compensatory schools of this school district.

3. Group hearing screening and two individual retests, as necessary, for all pupils enrolled in the non-public compensatory schools within the geographic area of this school district.

4. The provision of records and reports of such testing as are needed for adequate referral and school purposes.

5. The provision of health counseling services as may be needed as a result of such testing.

III. Time Interval

This activity began on January 31, 1966, and continued until the end of the school year on June 17, 1966.

IV. Evaluation Strategy

Records were kept which were to provide data for an end-of-the-year report which would provide the following information:

A. The number of pupils by grade and school screened initially.

B. The number of pupils by grade and school requiring retests.

C. The number of pupils referred for otological examination after conferring with the parents.

D. The number and kinds of educational recommendations made available to instructional personnel as a result of this project.

E. A follow-up report on the referred cases, as to the nature of the findings and the dispositions of the cases.

F. The number and kinds of non-handicapping hearing loss cases not referable to other health agencies but who are to be followed closely by health services department throughout their school experience.

V. Results

A. Initial audiometric screening

Table I presents data relative to the number of pupils screened at each grade level in the schools participating in this activity. This table shows the following:

1. Elementary level (grades K-6)

   a. A total of 2,680 elementary school pupils were screened initially.

   b. The initial screening activities concentrated upon public school pupils as follows:

      (1) all kindergarten pupils

      (2) all fifth grade pupils

ACTIVITY 7 -- TABLE I

THE NUMBER OF PUPILS TESTED AND RETESTED BY AUDIOMETRIC SERVICES

BY GRADE AND SCHOOL

	INITIAL TESTING															
	Elementary Grades								Secondary Grades							
School	K	1	2	3	4	5	6	Spec. Educ.	7	8	9	10	11	12	Total	Retests
Public Schools																
American Legion	36	11	9	2		74		2							134	17
Argonaut	54	2	8	4		25									93	6
Bret Harte	69	5	4		12	4	1	1							96	4
Camellia	58	4	15		1	35									113	4
Donner	93	17	13	13	6	58	4								204	9
Earl Warren	88	5	2	2	3	49	4	3							156	8
Elder Creek	47	7	5	7	1	24	6								97	9
Ethel Phillips	87	17	3	4	6	59									176	11
Jedediah Smith	130	4	2	3	1	68									208	16
Lincoln	31	3	7	4	10	43	10								108	8
Maple	45	8	4	4	4	23	2								90	3
Oak Ridge	89	8	5		5	33									140	2
Phoebe A. Hearst	65	1	4	2		50	2								124	10
Washington	91	1	8	8	13	42		2							165	8
Woodbine	45	4	4		2	3	1	4							63	8
Lincoln									172	26	41				239	7
Peter Lassen									416	22	29				467	17
Will C. Wood									310	31	23				364	19
Hiram Johnson												756	91	791	1,638	69
Sacramento												682	531	658	1,871	109
Non-Public Schools																
Holy Angels		44	41	40	37	40	35		34	33					304	19
St. Joseph's Elementary		51	26	32	29	29	32		44	42					285	16
St. Anne's		49	47	49	46	49	37		35						312	15
St. Joseph's Academy											101	102			203	6
Total	1028	241	207	174	176	708	134	12	1011	154	194	1540	622	1449	7,650	400

(3) pupils of other grades when requests of principals, teachers, or parents indicated individual children might have hearing difficulties.

c. In the non-public schools, all pupils in grades one through six participated in the initial screening.

2. Junior high school level (grades 7-9)

a. A total of 1,359 pupils in grades seven through nine were screened initially.

b. In the public schools, the initial screening activities concentrated upon the following pupils:

(1) all seventh grade pupils -- the beginning of the junior high school cycle.

(2) eighth and ninth grade pupils referred for testing by principals, teachers, and/or parents

c. In the non-public schools, all pupils in grades 7, 8, and 9 were screened initially.

3. Senior high school level (grades 10-12)

a. A total of 3,611 pupils in grades ten through twelve were screened.

b. In the public schools, all pupils in grades ten and twelve of the two target schools were screened -- the beginning and the end of the senior high school cycle. Eleventh grade pupils tested were as follows:

(1) Hiram Johnson Senior High School -- those referred for screening by principals, teachers, counselors, and/or parents.

(2) Sacramento Senior High School -- all eleventh grade pupils as time allowed.

c. In the non-public schools, all pupils in grades ten, eleven and twelve were screened initially.

4. A total of 7,650 pupils in kindergarten through the twelfth grade participated in the initial audiometric screening activities.

B. Retests

Retests were provided for those pupils screened initially when results indicated they might have hearing difficulties. Table I also shows 400 pupils participated in such retesting.

C. Referrals for otological examinations

If, after retesting, there were still indications a pupil might have hearing difficulties; parent conferences were held. Following this, the pupils were referred for otological examinations with practicing physicians. 92 pupils were referred for such professional examinations.

D. Educational recommendations

Results of the screening and retest activities contributed to the development of recommendations of immediate educational significance. The following outlines the number and types of recommendations resulting from these activities.

1. Pupils should be screened for speech problems -- 6 pupils.
2. Pupils should be afforded preferential seating in the classrooms -- 36 pupils.
3. Pupils should be administered individual psychological examinations -- 2 pupils.

E. Follow-up activities

Those pupils referred for otological examinations were to be followed and the nature of the findings were to be filed in the pupils' continuous records for future reference. At the end of the school year (6-17-66), many of these examinations had not been completed or reported. The number and findings of those which were reported were as follows:

1. Pupils with conductive hearing losses -- 32
2. Pupils with perceptive hearing losses -- 5
3. Pupils with normal hearing after medical care -- 4

This totaled 41 of the 92 cases referred to physicians. The remaining 51 cases were to be completed and reports should be received on them in the near future.

F. Non-handicapping hearing losses identified

A number of pupils with non-handicapping hearing losses were identified in this activity. These pupils were not referable to other health agencies but are to be followed closely by the district's health services department throughout their school experience. The number of pupils so identified and the nature of their hearing problems follow.

1. 182 pupils had high frequency hearing losses.
2. 26 pupils had fluctuating hearing losses.

G. Non-public school reaction to this activity

All four principals of the non-public schools made positive comments about this service to their pupils. Two comments might be cited to represent the opinions of these principals.

1. "Besides discovering some hearing problems among our children, and getting parental action on them, we have established one more link in our school-home relationship. For several families, this concern on the part of the school was just what it 'took' to bring them into direct communication and cooperation with us."

2. "Mrs. Clark (the audiometrist) was most gracious with the girls, careful in the follow-up with the parents, and conscientious in the records made on the test results. This will be of great benefit in further placement of these students who need special consideration in seating."

Activity 8: Elementary School Counseling (34-190)

I. Objectives

A. One of the primary objectives of this activity was to help each child succeed in instruction and activities in kindergarten and first grade which would be appropriate for his level of development and promote his perceptual and psychological readiness for success in school.

B. Another primary objective of this activity was to help each child learn to use the kind of thought processes and intellectual reasoning which would insure his success in learning the basic skills, understandings and content of the instructional program.

II. Description

A. Five elementary school counselors were employed who were developmental specialists with knowledge of the norms of behavior, growth, and needs of children.

B. These counselors worked as follows:

1. administered developmental testing of newly enrolled kindergarten and primary pupils;
2. conferred with parents, teachers, principals, and other school personnel;
3. assisted teachers in working with these pupils;
4. collected data from cumulative records, developmental testing, and conferences for interpretation to pupils, teachers, principals, and parents; and
5. counseled with pupils in a supportive manner concerning non-chronic, crisis-induced problems.

III. Time Interval

This activity began early in March, 1966, and continued until the end of the school year on June 17, 1966. However, all five counselors were not recruited and employed immediately. They also required a period of orientation regarding the district, its compensatory program, and their functions. Consequently, this activity developed slowly.

IV. Evaluation Strategy

A. Long range evaluation of this activity is to be based upon data obtained during the district's annual standardized testing program involving grades 1, 2, 3, 4, and 6. However, since the bulk of this year's efforts were concerned with newly enrolled kindergarten and first grade pupils, no such data are available for this year's report.

B. Intermediate range evaluation of this activity is to be based upon within-group and cross-group comparisons of gains in developmental maturation. These are to be accomplished through assessments of pupil maturation made by the elementary school counselors. This year's efforts on this behalf were primarily devoted to planning and the initial phases of obtaining base-line data.

C. Preliminary evaluation of this activity was to be based upon the following:

1. statistical data relative to the number of pupils and parents served and the number of placement recommendations accepted and affected.

2. subjective opinions from all elementary school principals relative to the effectiveness of the activity.

V. Results

A. Statistical data

1. During the period March 1 through May 31, 1966, the following services were provided by the five elementary school counselors:

		Number
a.	individual diagnostic tests administered	841 pupils
b.	group tests administered	68 "
c.	pupil observations in class and on playground	162 "
d.	intensive counseling cases	64 "
e.	four counseling groups established	24 "
f.	pupil referrals for other services	8 "
g.	two pupil meetings for articulation to junior high school	30 "
h.	cases conferences held	7 "
i.	conferences held with parents, teachers, principals and/or other special services staff members	672 conferences
j.	class study trips escorted	31 pupils
k.	nine in-service meetings for teachers	50 teachers
l.	in-service meetings for five elementary school counselors	12 meetings
m.	three speeches to parent groups	75 parents

2. The director of pupil personnel services for the district administered this activity. He offered the following statement:

> "It can be seen from these data that the educational needs of many pupils were assessed and that educationally relevant information about pupils was communicated to significant adults, as was planned. In addition, many of the educational prescriptions for pupils, which were based on individual assessments, have been accepted by principals and teachers and are being put 'into effect'."

3. The efforts of the five elementary school counselors during this three month period were concentrated in working with kindergarten pupils in terms of future school placement. However, a beginning was also made in counseling with upper grade pupils. If this activity is continued during the entire 1966-67 school year, it is planned that the elementary school counseling services will be equally available to all pupils in kindergarten through grade 6 of the compensatory schools.

B. Opinions from school principals

1. Public schools

All fourteen principals of the compensatory elementary schools provided comments relative to the evaluation of this activity.

a. Eight principals indicated that the counselors were helpful in determining next year's placement of this year's kindergarten pupils.

b. Five principals indicated the elementary school counseling program had not been in operation long enough to be evaluated. The value of the kindergarten diagnostic testing program, they felt, cannot be assessed until the pupils are placed according to the recommendations developed and have an opportunity to progress accordingly during the 1966-67 school year.

c. One principal appreciated the help of the counselors in testing pupils but looks forward to the time the counselors can spend more time counseling with individual pupils.

2. Non-public schools

The three principals of the non-public elementary schools were relatively more positive about the value of this activity. Their responses follow.

a. "This (activity) consisted mainly in the testing of pre-school children to determine readiness for first grade, thus enabling the teacher to group them accordingly. Conferences with parents were also held."

b. "... (The counselor) helped many emotionally disturbed children solve their problems. He arranged remedial summer school classes for primary students with low achievement."

c. "Through the testing program we've set up for our primary grades, we have been able to recommend special programs for some of our children. Our counselor has also explained some of these programs which we did not fully understand or appreciate before."

Activity 9: Community School Center (34-190)

I. Objectives

A. To provide evening use of the school library for recreational reading as well as the completion of assignments requiring research,

B. To make counseling services available on an extended day or evening basis when parents are better able to consult with counselors,

C. To supplement the regular counseling services of the school by providing for traveling counselors to visit the homes,

D. To provide opportunities for students and adults to improve reading skills,

E. To offer aid to students needing individual assistance with their school work,

F. To meet avocational needs of students,

G. To encourage cultural growth and appreciation through music programs, plays, and classic films,

H. To encourage students and their parents to learn about the school, its curriculum and services, by providing extended day and evening counseling hours during the spring term,

I. To afford an opportunity for students to do work on an extended day or evening basis in school laboratories, home economics, and industrial arts rooms so as to enable them to complete their assignments under less stress and to extend their activities in these areas as their interest dictates,

J. To provide an opportunity for girls and women to learn how to make wholesome and gratifying improvements in their appearance, attitudes, and social demeanor,

K. To provide an opportunity for youth and adults of both sexes to take part daily, if desired, in a broad program of sports, games, physical development, and health instruction, some parts of which will involve parents and children participating together.

II. Description

A community school center was opened at one public senior high school during the 1966 spring semester. This high school serves a primary target area of the district's compensatory education program. The area is populated largely by persons of minority ethnic groups, primarily negro.

The center provided activities for pupils by extending the daily hours the school was open; and for pupils and adults by providing evening activities. Some of the activities were as follows:

1. library services
2. study help center

3. industrial arts training
4. personal development activities
5. classes for appreciation of the fine arts
6. dramatic classes
7. physical education and recreation
8. counseling services (vocational and educational)
9. orientation of new pupils and parents
10. reading classes (clinics and laboratories)
11. home economics training classes
12. cultural and educational study trips
13. High school pupil teams to provide assistance to E.O.A. personal development classes in compensatory elementary schools. (To promote responsibility and instructional skills of the high school pupils.)
14. Child care services to enable adults to participate in the Community Center activities.

III. Time Interval

Initial planning, the making of arrangements for the use of facilities, and the employment of personnel to provide the elements of this activity began in early February, 1966. The first elements of the activity were realized on April 12, 1966. The program grew rapidly from that date on and continued until June 18, 1966.

IV. Evaluation Strategy

A. The coordinator of the community center kept a log of all activities and programs provided including records of attendance and/or participation. These were to be summarized and contribute to a determination of which activities and programs were most successful in promoting pupil and adult involvement in extra educational, self-improvement endeavors.

B. A questionnaire was developed and submitted to the pupil and adult participants in order to gain their opinions of the value and effectiveness of the activities as well as their suggestions for improving them. (See Exhibit E)

V. Results

A. Report of the coordinator

The coordinator of the community center submitted a detailed report to his supervisor at the end of the 1965-66 school year. Although not originally considered in the evaluation strategy planned for this activity, it may be well to summarize some of the points covered in his report in this account of the results.

1. Relations with the regular high school personnel, teachers and administrators, were good. Several teachers stimulated high school pupils to participate in center activities during late afternoon and evening hours and the administrative staff of the high school was enthusiastic about the project and cooperative in making school facilities available.

2. Preparatory actions.

    a. The coordinator of the center and the E.O.A. organizer for this target area attended the Flint Community Schools annual workshop in Flint, Michigan. This helped in

        (1) the development of program plans and operational procedures; and

        (2) establishing a good working relationship between school community center coordinator and the neighborhood organizer, his board of directors, and neighborhood committees.

    b. The activities of the center were advertised by newspaper articles, posters, speaking engagements, notices sent to homes via school children, and notices sent in the materials mailed to members of the community by the area's neighborhood council.

    c. Activities were established and begun as citizens (high school pupils and adults) expressed interest in them.

3. Staff.

    Twenty-five activities were established. These were staffed by 46 persons.

    a. 22 credentialed teachers.

    b. 2 educational counselors.

    c. 1 school nurse.

    d. 1 lay counselor (job opportunities).

    e. 3 lay instructors;

        (1) dancing,

        (2) stagecraft, and

        (3) personal development.

f. 9 high school student aides.

g. 8 neighborhood aides.

4. Program

a. Table I presents the weekly schedule for each of the activities.

b. 810 persons went on study trips (reported briefly in this report under Activity 5) conducted in connection with several of these activities. Some of the trips were as follows:

(1) All day band concert by Stan Kenton

(2) A cultural tour of San Francisco

(3) Fine Arts Festival of local schools

(4) Performance of local ice show

(5) Ballet performance

(6) Vocational offerings of Laney College and Gall Manufacturing Company (Oakland)

(7) Sacramento City Council Meetings

(8) Lecture on China

(9) California State Legislature committee meetings

(10) "The Ten Commandments"

(11) "The Agony and the Ecstasy"

5. Participation

Table I also presents data relative to the number of enrollees in attendance, on the average, for each session of the various activities. In addition to these data, the coordinator provided the following statement about participation:

> "Classes ranged in attendance from 5 in the German language laboratory to 60 in one auto shop class. The average number of participants in center activities per week was 563. This averaged 21 per activity (session)."

It should be noted that the 563 includes persons attending more than one activity per week. Enrollment procedures were very informal and no accurate, unduplicated count of the number of individuals who participated in one or more center activities is available.

ACTIVITY 9 -- TABLE I

COMMUNITY CENTER WEEKLY SCHEDULE OF ACTIVITIES AND AVERAGE PER SESSION ATTENDANCE

Activity	Daily Schedule					Average Per Session Attendance
	Monday	Tuesday	Wednesday	Thursday	Friday	
Arts and Crafts		6:00-10:00				8
Auto Shop and Metal	4:00-8:00	6:00-9:00 (adults only)	4:00-8:00			42
Business Machines		7:00-9:00		7:00-9:00		15
Child Care	6:00-10:00	6:00-10:00	6:00-10:00	6:00-10:00		10
Cooking	6:30-8:30	6:30-8:30				5
Counseling, Educational	4:30-7:00		7:00-9:00	4:30-7:00		5
Counseling, Job Opportunities		5:30-7:30				5
Drama	6:30-8:30	6:30-8:30	6:30-8:30	6:30-8:30		30
Electronics				6:00-10:00		15
Group Discussions		By arrangement - 2 hours/week				12
Health Education		By appointment with school nurse				7
Language Laboratory - German				4:00-6:00		5
Library		6:00-9:00	6:00-9:00			4
Music		6:00-8:00				12
Personal Development				7:00-9:00		15
Print Shop		By appointment with printing teacher				6
Reading Laboratory (English)		4:00-6:00				25
Reading Laboratory (English)		7:00-9:00	7:00-9:00			
Sewing				7:00-9:00		8
Sports (Male and Female)	7:00-9:00					14
Stagecraft and Acting Class	6:30-8:30	6:30-8:30	6:30-8:30	6:30-8:30		25
Typing		4:00-6:00		4:00-6:00		15
Woodshop		6:00-10:00				16
World Culture			6:00-8:00			29
Personal Development service to elementary school pupils		4:00-5:00	4:00-6:00			13*

* Plus an average of 16 elementary school children served per session.

6. Overall evaluation of the program by the coordinator, as submitted in his report, was as follows:

   a. "The use of the school library for recreational reading and tutoring was a failure. The activities are voluntary, and this provision of the Center did not receive (community) support."

   b. "Counseling services at the Center and in the homes of the participants were moderately successful. The services of the job opportunities counselor were most successful. Expansion of this service is planned in the next proposal."

   c. The reading program was only moderately successful in terms of attendance. However, it must be noted that the equipment to support the program has not yet been delivered."

   d. "The avocational needs of participants included activities in industrial arts, homemaking skills, personal development, drama, physical education, business machines, and world culture. These were highly successful and will be continued."

   e. "The goal to encourage cultural growth and appreciation through music programs, plays, and classical films was very successful."

   f. "Although there was limited use of the Center by (high school) students to complete (their) regular school assignments, this service will be maintained and strengthened in the future. Students were more interested in participating in activities they missed in the regular school day due to conflicts in programming or due to lack of opportunity because of strong competition for the most desirable school offerings -- both curricular and extra-curricular."

B. Responses of the participants

The questionnaire about the community center was submitted to the enrollees during the week of May 23 through May 27, 1966. 163 replies were received. The results of this questionnaire survey follow:

1. Nature of the sample

   a. Sex

      (1) 85 (52.1%) were female

      (2) 78 (47.9%) were male

   b. Age

      (1) Range -- from ten to 58 years of age.

      (2) 16 (9.8%) were below high school age (10-15)

(3) 80 (49.1%) were high school age (16-18)

(4) 34 (20.9%) were young adults (19-29)

(5) 20 (12.3%) were in their thirties

(6) 11 (6.7%) were in their forties

(7) 2 (1.2%) were in their fifties

2. The reasons cited most frequently by the enrollees for attending the community center were as follows (some enrollees cited more than one reason):

a. Self improvement	108 (66.3%)
b. Vocational training	48 (29.4%)
c. Recreation	41 (25.2%)
d. Free services unavailable elsewhere	33 (20.2%)

3. Advertising the center program.

   The enrollees indicated how they learned about the center's program. A majority of them (110, or 67.5%) reported they learned about the program through written, oral, or posted notices provided during the regular high school program. Another 44 enrollees (27.0%) reported they were informed about the program by friends or neighbors.

4. Improving the program.

   The enrollees were asked to suggest ways the community center might be improved. Several individual comments were received suggesting the addition of various activities (arithmetic classes, sewing, foreign languages, etc.) but most respondents made no suggestions. Actually, 7 did state the center program was fine as it was and another 20 urged better publicity be given to the program so that more citizens would be urged to participate.

5. Final questions.

   The respondents were asked if the activities provided at the center had been of interest or of help to them, and if they would like the center to continue during the 1966-67 school year. The responses received were unanimously positive regarding both questions.

Activity 10: Special Program for Pregnant Girls (34-190)

I. Objectives

A. To provide continuing education for pregnant girls and motivate them to return to regular school.

B. To offer group and individual counseling and assist in the resolution of the many problems accompanying teen-age pregnancy, especially for unmarried girls.

C. To insure safe and effective prenatal and postnatal practices through health education.

D. To offer instruction in the care and management of infants and young children.

E. To counsel with the parents of pregnant girls and, if possible, with the father of the expected child.

F. To improve services to pregnant girls through cooperative efforts with health and welfare agencies.

II. Description

A. Classes

Provisions were made to provide instruction for a maximum of 30 pregnant girls in grades 9 through 12 for four hours daily.

B. Curriculum

In addition to instruction in basic subjects, health education, family living, and child care were emphasized. Counseling was also provided for those enrolled, their parents, and when possible, the expectant fathers.

C. Staff

A teacher, teacher-counselor, and a school nurse staffed the activity. Administrative direction was provided by the office of the assistant to the deputy superintendent, special programs.

D. Students

Students were referred from the public and non-public junior and senior high schools who were identified as eligible for programs developed under the Elementary and Secondary Education Act.

E. Facilities

1. The program was located in two well-equipped classrooms in the First Lutheran Church located within the boundaries of one of the district's senior high schools. This high school serves that segment of the community identified as the major target area in the district's total program of compensatory education.

2. Also available for use within this building were a social room, kitchen facilities, office space for the nurse, storage areas, and lavatory.

3. A Parent Participation Preschool Program was also conducted daily with E.O.A. funds within this building. This provided opportunities for the observation of young children.

III. Time Interval

Staffing for this activity began January 31, 1966, and the admission of enrollees began on February 28, 1966. This activity continued until the end of the school year on June 17, 1966.

IV. Evaluation Strategy

The evaluation of this activity was to rely heavily upon the following:

A. Subjective judgments and evaluations by staff members of pupils' progress in terms of attendance, achievement, personal appearance, personal hygiene, attitudes, and emotional status.

B. The number of referrals made to health and welfare agencies for necessary services.

C. The number of enrollees who returned to school following delivery.

D. Success in involving parents in the program.

V. Results

A. Pupil Enrollment and Attendance

Table I presents data relative to the pupils enrolled in this program at the end of each of the 15 weeks it was in operation. This information shows the pupil population was changing in nature: girls became married, left for childbirth, new girls enrolled and others returned to the program. It is not possible to present a static picture of this population. However, it might be described, generally, by the following statements:

1. Almost one-half the girls were twelfth grade (senior year) pupils, but some were also in grades 9, 10, and 11.

2. Over one-half of the girls were Caucasions, one-fifth were Negro, a few were Mexican, and one was Oriental.

3. Almost three-fifths of the girls were married or became married during the 15 week period.

4. Ten girls delivered their babies during this 15 week period.

   a. The first girl to deliver continued her high school education by means of the district's home teacher program because of physical problems subsequent to delivery.

ACTIVITY 10 -- TABLE I

STATISTICAL DATA ON PUPILS ENROLLED IN SPECIAL PROGRAM FOR PREGNANT GIRLS

	Number of Pupils															Pupil Days of		Number of Deliveries
					Grade Level				Ethnic Origin					Marital Status				
Week	New	Return	Left	Total	9	10	11	12	Cauc.	Mex.	Negro	Or.	Other	M	UnM	Attendance	Absence	
1	15			15		3	3	9	10	1	2	1	1	10	5	73	2	
2	2			17	1	3	3	10	10	2	3	1	1	10	7	77	7	
3				17	1	3	3	10	10	2	3	1	1	11	6	74	11	
4	2		1	18	1	3	4	10	11	2	3	1	1	12	6	83	12	1
5	3		1	20	2	4	5	9	11	3	4	1	1	11	9	87	13	
6	4		3	21	2	4	6	9	12	3	5	1		12	9	85	20	1
7			1	20	2	4	5	9	11	3	5	1		12	8	80	20	
8			2	18	2	3	4	9	11	2	4	1		11	7	82	8	
9	3		1	20	2	2	6	10	13	2	4	1		12	8	93	7	1
10				20	2	2	6	10	13	2	4	1		12	8	78	22	
11	4		1	23	2	3	7	11	14	3	5	1		13	10	100	15	1
12	1		1	23	2	4	8	9	13	3	6	1		13	10	106	9	1
13		1	1	23	1	5	8	9	13	3	6	1		13	10	102	13	2
14		2	2	23	1	5	10	7	15	2	5	1		13	10	100	15	2
15		4	1	26	2	6	8	10	16	4	5	1		15	11	88	3	1
Total	34	7	15													1308	177	10
Ave.				20.3	7.6%	17.7%	28.3%	46.4%	60.2%	12.2%	21.1%	4.9%	1.6%	59.2%	40.8%	88.1%	11.9%	

b. The second girl to deliver returned to her neighborhood high school.

c. The third girl to deliver did not return to any school program.

d. The next three girls returned to this program for pregnant girls after delivering their babies to complete the school year rather than enter the regular high school program at the end of the year.

e. The last four girls to deliver did so at the very end of the year and, consequently, were unable to return to any program. They were, however, given credit for completing the semester in this program.

5. Pupil attendance.

The teacher-counselor in charge of this program reported many of the girls in this program had histories of poor school attendance. Actually, 12 of the girls were regarded as habitual truants in their regular high schools. Table I presents the attendance and absence figures for this program. The total program recorded 1,308 pupil days of attendance and 177 pupil days of absence. Thus, the girls were in attendance 88.1% of the days. It should be noted that the 177 days of absence includes absences caused by premature confinement resulting from false or prolonged labor and other physical problems frequently experienced by pregnant girls. This 88.1% rate of attendance is judged to be very satisfactory, particularly in view of the fact that several of the girls were previously considered habitual truants, many others had poor records of school attendance, and all were going through the physically sensitive process of pregnancy.

B. Pupil Progress

1. Achievement.

The teacher counselor reported that all girls completing the program did so at satisfactory levels and that no girl's academic marks declined during this period: they either remained at previous levels or improved. However, the program lasted only 15 weeks. This was too short a period to expect or effect dramatic changes in this regard.

2. Personal appearance, hygiene, attitudes, and emotional status.

The teacher-counselor reported that the girls usually began the program feeling disgraced, unwanted, and unattractive. She reported the most successful outcomes of the program were in regard to these feelings. Pupil comments received by her on a questionnaire indicate many of them were helped to feel more optimistic about the future. She also reported their habits of personal appearance and hygiene improved noticeably.

C. The number of referrals made to health and welfare agencies.

Agency	Number
1. Social Welfare	
a. Families already on welfare	10
b. Referrals for specific aid	4
2. Public Health Nurses	10
3. Red Cross (to arrange leave for boy friend enabling couple to marry)	1
4. Church Minister	4
5. Sacramento County Health Department (all girls undelivered at end of program)	19
Total	48

D. Parental involvement

The teacher-counselor reported attempts to involve the parents of the girls in this program were relatively successful.

1. Only five parents were reported as having visited the program during enrollment procedures or independently during the course of the semester.

2. During Public Schools Week, the program held an Open House in the evening for the girls' families. The families of eight girls were in attendance that evening -- mothers, fathers, and husbands. Although this was not a large number of people, it was considered a good turn-out for this group and did represent a higher rate of parent-participation than was realized for the open house programs conducted at the regular high schools.

3. A class for "grandmothers-to-be" was conducted for two sessions late in the semester. Four mothers attended. This, again, was less than might be desired but better than what might have been expected. One mother took a day off from work to attend and all seemed to enjoy and appreciate the sessions.

4. Numerous home calls were made by the nurse and the teacher-counselor. No accurate account of the number is available, but they were primarily concerned with pupil absences and providing information to prospective girls and parents.

Activity 11: Kindergarten - Primary Summer Session (34-190)

__Preface__. This activity was approved as an addition to the original Project II proposal submitted by the Sacramento City Unified School District for the 1965-66 school year under provisions of the Title I and McAteer acts.

I. Objectives

A. An activity program was designed

1. to provide direct experiences accompanied by free language expression and interchange.

2. to provide many vicarious experiences which encourage self-expression and develop meaningful concepts in relations to understanding of self and others.

3. to help children develop concepts from interaction with others.

4. to develop growth in assuming responsibility.

5. to provide opportunities for self-expression.

6. to develop ability to follow directions.

B. A readiness program was designed

1. to develop listening skills.

2. to develop ability to detect similarities and differences.

3. to develop the ability to use context.

4. to develop auditory and visual discrimination.

5. to develop left-right sequence.

6. to develop the ability to recognize word types such as identifying nouns with objects and pictures.

7. to develop the communication and mathematics skills according to individual pupil needs.

II. Description

A. Total program

1. At least two kindergarten and two primary classes were to be established in each of the 14 public compensatory elementary schools.

2. These classes were in session from July 5, 1966, through August 12, 1966.

3. Original expectations were that these classes would serve a total of 855 children. The maximum size for each class was established at 15 pupils.

4. Pupils from both public and private compensatory schools were eligible to enroll in these classes.

B. Kindergarten program

1. Classes. Each school was to have

   a. one regular kindergarten class with an activity program.

   b. one advanced kindergarten class with a reading readiness and reading programs.

   c. the physical relationships of these classes (locations in buildings) varied depending upon the facilities available in the schools involved.

2. Personnel

   a. The two teachers of these classes were to work together: one assuming responsibility for the activity program, the other assuming responsibility for the reading program.

   b. Each teacher was to have a teacher aide to assist in the classroom and on field trips.

   c. Other supportive services were to be provided by the school nurse and the elementary school counselor.

3. Pupils eligible for the program were

   a. those who attended kindergarten and would profit from additional experiences.

   b. those who were retained at the end of their first grade year.

   c. those who had completed the first grade but were in need of additional readiness or reinforcing reading experiences.

   d. children of legal first grade age who missed kindergarten enrollment.

C. Primary program

1. Classes. Each school was to have at least

   a. one class to provide common developmental experiences for all pupils and to provide for self-expression through independent activities.

   b. one class to provide individualized instruction in the communication skills.

2. Teachers. A teacher was to be assigned to each class and responsible for one of the two program elements described above. However, all primary teachers in a given school were to work as a team with all the primary pupils.

3. Pupils eligible for the program were

   a. those who were to be promoted to the first, second, or third grade in the fall who would benefit from additional experiences designed to reinforce basic learnings.

   b. those who were to be retained in grades one, two, or three when school resumes in the fall of 1966.

D. Additional features

1. Field trips and cultural activities were to be provided as part of the curricular content for developing concepts, extending horizons, and encouraging oral language and self-expression.

2. The program in the 14 schools was to be directed by a principal.

3. Teacher in-service meetings were to be held for two one-half day sessions prior to opening of the summer session program.

4. Special instructional materials were purchased so that this program could be something more than merely an extension of the regular school program. These materials were such that they contributed to activities concerned with perceptual development, experience building, vocabulary development, communication skills, and remedial reading.

III. Time Interval

This summer program was to operate from July 5, 1966, through August 12, 1966.

IV. Evaluation Strategy

Evaluation of this program is to be based upon the following:

A. Subjective judgements and evaluations reported by teachers concerning pupil growth relative to the instructional objectives of the activity.

B. Statistics concerning the number of pupils initially enrolled and completing the six week program.

C. A log of parental contacts made by the school nurse and counselor.

D. Parental reaction to the summer program gained through the use of a questionnaire.

V. Outcomes

This activity was not accomplished until after the end of the 1965-66 school year. Therefore, the evaluation of this activity will not be reported at this time. It will be a part of the report to be made next year on the 1966-67 school year activities.

PROJECT III

PROFESSIONAL GROWTH, IN-SERVICE TRAINING AND CURRICULUM DEVELOPMENT

#34-190-0492

PROJECT CODE NUMBER 34-190-0492

NUMBER OF CHILDREN AND ADULTS PARTICIPATING DIRECTLY IN PROJECT III

NUMBER OF CHILDREN PARTICIPATING*			
Grade Level	Number Enrolled		Not Enrolled
	Public	Non-Public	
Pre-school	-0-	-0-	-0-
K	600	-0-	-0-
1	416	10	-0-
2	206	57	-0-
3	280	59	-0-
4	330	29	-0-
5	420	27	-0-
6	330	37	-0-
7	520	35	-0-
8	515	-0-	-0-
9	505	15	-0-
10	480	13	-0-
11	467	10	-0-
12	453	8	-0-
Other	60		
Total	5,582	300	-0-

* Estimates of the number of children in classes of teachers attending the Sacramento City Unified School District Summer Workshop in Compensatory Education.

Activity 12: Professional Growth, In-Service Training and Curriculum Development (34-190)

I. Objectives

A. The overall objectives of this activity were as follows:

1. To assist teachers, administrators, counselors, clerks, custodians and other district personnel to better understand disadvantaged children and their families.

2. To provide training for teachers in the use of newly developed teaching materials, audio-visual aids and instructional techniques when working with disadvantaged children.

3. To survey all possible sources for materials and techniques used in the education of disadvantaged children and to demonstrate the use of these materials to classroom teachers and administrators.

4. To provide training for teachers with emphasis placed on improving communication skills of disadvantaged children.

5. To raise the general level of teacher competence in all compensatory schools.

6. To assist in the development and evaluation of curricular materials used by teachers of disadvantaged children.

B. This activity was composed of 2 elements. These also were designed with objectives in mind.

1. Demonstration teacher program.

   a. To help raise the competence of all teachers in the compensatory schools,

      (1) To help new teachers become established

      (2) To introduce new ideas to experienced teachers

   b. To serve each principal of these schools in the commission of his role as instructional leader in the school, by offering teachers more detailed assistance than time permits the principal to give.

2. Summer In-Service Workshops for teachers.

   a. To analyze problems of the disadvantaged child.

   b. To suggest practical ways of dealing with these problems.

   c. To develop and share teaching techniques and materials which will be practical and useful in teaching disadvantaged children.

II. Description

A. Demonstration teacher program

1. Eight demonstration teachers were authorized for this program. However, only four were realized. These all worked on the elementary school level. Demonstration teachers for the junior and senior high school levels were employed later for the summer workshop. These teachers worked, basically, in the language arts areas.

2. The demonstration teachers were to do the following:

   a. Participate in orientation activities.

      (1) observe compensatory education programs in operation in the district.

      (2) visit special programs in other districts and communities.

   b. Identify and collect examples of good techniques and materials.

   c. Help develop the plans for the summer workshop and prepare demonstration lessons for the workshop.

   d. Actually demonstrate teaching techniques for individual classroom teachers, and share materials with them, during the 1966 spring semester.

B. Summer Workshop for teachers

The summer workshop was to be composed of three parts:

1. The development of concepts relative to the problems of disadvantaged youth was to be provided through the use of outstanding resource persons primarily from outside the district.

2. Demonstration lessons to present some practical teaching techniques which will be helpful in working with these children.

3. The development of special materials and resources which the teacher-participants will be able to keep and use in their classrooms next fall semester.

III. Time Interval

A. Demonstration teachers.

Recruitment and selection problems delayed this program. The four demonstration teachers initially employed did not begin their jobs until March 14, 1966. However, they continued past the close of the school year (June 17, 1966) and through to the end of the summer workshop on August 5, 1966.

B. The Summer Workshop

The planning for this program began early in March, 1966, and became more active with the arrival of the four demonstration teachers. The actual workshop was held from July 5, 1966, through August 5, 1966.

IV. Evaluation Strategy

A. Demonstration teachers.

The period from March 14, 1966, through June 17, 1966, covered the last 13 weeks (64 school days) of the school year. During most of this time the demonstration teachers were undergoing orientation, training, and exploratory experiences as well as planning for the Summer Workshop. A program of demonstrations in compensatory school classrooms was also initiated; but these were late in the school year, limited in number, and exploratory in terms of preparing for a larger program of demonstrations during the 1966-67 school year.

Thus, the activities of the demonstration teachers were not, in the main, of direct and immediate service to compensatory school pupils, teachers, or principals. Evaluation of the effects of the demonstration teachers on in-service training for teachers and program for pupils must wait until the end of the 1966-67 school year. This report will only enumerate the types of activities the demonstration teachers did accomplish during their initial three months of service and will be based upon a log of such activities maintained by the director of the Staff Training Services Department.

B. The Summer Workshop

Since this activity was accomplished after the end of the 1965-66 school year, its evaluation report will be made in connection with next year's report. However, a copy of the workshop program accompanies this report to indicate the status of this effort.

V. Results.

Demonstration teachers -- a list of their activities.

A. Orientation activities.

1. Reviewed the objectives and purposes of compensatory education in the Sacramento City Unified School District.
2. Reviewed the objectives and proposals concerning the duties of demonstration teachers as outlined in Project III of the E.S.E.A. proposal.
3. Reviewed the curriculum guides for all grade levels to prepare themselves to assist in the various programs of instruction.

4. Met with program specialists of the district to discuss and coordinate the curricular services to be provided teachers from the Staff Training Department and the district's Curriculum Development Center.

5. Were briefed regarding the working relationships to exist between the demonstration teachers and other school district personnel (primarily teachers and principals).

6. Visited the district's Professional Library to become familiar with district, E.O.A., and E.S.E.A. materials available for use in demonstration lessons.

B. Training activities.

1. Reviewed current literature in the fields of compensatory education and the problems of the culturally disadvantaged child.

2. Attended the International Reading Association's workshop.

3. Observed the Demonstration Laboratory Schools in the Berkeley Unified School District to gain an understanding of the organization and structure of demonstration schools and the functions of the demonstration teacher.

4. Participated in an in-service training workshop on the language experience approach at Pacific Grove School District.

5. Participated in the weekly meetings held by the reading resource teachers of the district to learn their techniques of instruction and means of employing special materials.

6. Observed audio-visual aid demonstrations presented by various commercial companies to become proficient in the use of these materials, equipment and techniques.

7. Were briefed by the Audio Visual Aids Department of the district on all the new equipment and materials available under E.S.E.A. funds.

8. Participated in the local compensatory education meeting with Dr. Samuel Sheppard from St. Louis, Missouri.

C. Summer Workshop activities.

1. Played an integral role in the organization, planning and development of the summer workshop on compensatory education.

2. Helped to develop proposals, objectives and specific philosophies which would be included in the summer workshop program.

3. Visited all schools (66) in the Sacramento City Unified School District to meet the principals and observe the teachers who were considered capable of demonstrating at the summer workshop.

4. Discussed with program specialists the items which they felt should be involved in the program and personnel who they felt were qualified and skilled enough to act as demonstration teachers.

5. Reviewed the writings and publications of experts in the field of compensatory education and then made recommendations regarding who should be invited to serve as consultants to the summer workshop.

6. Contacted and corresponded with over 150 publishers, supply companies and other establishments concerning educational materials that could be made available to the participants of the workshop.

7. Collected outstanding examples of student work and materials which will be used for demonstration techniques of instruction in the workshop.

8. Established a bibliography on compensatory education for participants in the workshop from the Sacramento City College library and the Sacramento City Unified School District's professional library.

9. Met with officials from the State Department of Education to gain information in regard to workshops and in-service training programs which were being conducted throughout the state of California.

10. Assisted in developing the brochure for the workshop which included the daily schedule, the bibliography and the day by day working sessions.

11. Met with all demonstration teachers involved in the workshop to discuss plans and coordinate activities of the program.

12. Developed a supply order of materials for use of the participants in the program and collected additional free materials which also could be of use.

13. Corresponded with professional organizations and publishers for materials they had designed for understanding of the culturally deprived child.

14. Reviewed all free materials received for handouts at the workshop to be sure they would be of interest to the teachers and helpful to them in their classrooms.

15. Arranged for pictures to be taken for use of the Staff Training Office in promotion of the summer workshop.

16. Constructed teaching aids to use as examples and for demonstration purposes.

17. Established files of competent consultants who could be contacted for next year's workshop program.

D. Audio Visual Aids activities.

1. Proposed a master plan showing the types of audio visual aids activities to be demonstrated and a time schedule for commercial demonstration and activities.

2. Contacted commercial companies to obtain representatives who will be willing to participate in instructing teachers in the use of audio visual aids materials.

3. Developed audio visual aids bibliographies of all E.O.A. and E.S.E.A. materials so that teachers might know and understand materials available to them in the classroom.

4. Previewed films, film strips and tapes which were to be used in the demonstration lessons.

5. Developed an audio visual aids program especially designed to give each participant in the workshop a knowledge of the kinds of equipment available in the schools and the techniques of using this equipment in the classroom.

E. Demonstration Lesson Provided

1. The demonstrations which were conducted this year were limited because of time and the closing of the school year. However, demonstration teachers were actually involved in demonstrating 22 lessons at various schools and various grade levels throughout the district. These demonstrations were predominately in the language arts and social science fields.

2. The demonstration teachers worked with the regular classroom teachers for approximately three days, demonstrating specific techniques of instruction that the principal or the teacher had requested.

3. The demonstration teachers acted as resource persons in meetings with parents and teachers to discuss "Project Aspiration": a plan of action designed to alleviate the problems of de-facto segregation.

4. Served as resource persons on field trips in helping to plan a summer school program employing the language experience approach.

5. Attended P.T.A. meetings to become familiar with teachers, parents, and administrators in individual compensatory schools.

F. Summary Statements.

Since the Staff Training Department was limited in time, the main emphasis was placed on preparing the demonstration teacher for an active 1966-67 school year. The orientation program was conducted to make the demonstration teachers aware of their responsibility to the students, classroom teachers and administrators; and their particular place in the program of instruction in the Sacramento City Unified School District.

The training program was specifically designed to give the demonstration teachers an awareness of the total school program; an understanding of the specific instructional techniques which will be used in the classroom; and a concept of their position in the district and the responsibilities they must assume in working with students, teachers, and administrators in all areas of the curriculum. Because of the vital role they must assume in the summer school workshop, it was essential for them to be a part of the planning and organizing for this workshop. It would have been impossible to have developed this workshop without their backgrounds in all areas of the curriculum and help in the preparation of classroom aids and materials. Their contacts with the individual teachers in the schools proved to be a vital factor in the development of the summer workshop.

The demonstration teachers' activities in demonstrating lessons for teachers were highly commended by the teachers and administrators whom they served. In all cases, the administrators indicated that they would use the demonstration teachers extensively in the classroom during the 1966-67 school year. In the future, their services should be a direct service to the boys and girls in the classroom.

These first three months have been a preparation period for the in-service training work to be accomplished during the Summer Workshop and throughout the 1966-67 school year.